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ABSTRACT

In a study of Teacher Corps implementation of multicultural education and collaboration components in inservice teacher education programs, four community sites and their schools were studied. This volume presents the case studies of each community in a narrative form. To preserve anonymity, the names of people and places connected with the study were changed. Two of the study sites were rural, and two were urban; all had desegregated schools with complex social and educational situations. The settings are described, including the characteristics of the community, schools, and other educational facilities. The development of the multicultural and collaborative elements of Teacher Corps projects are described, often using sections from interviews or reports by local individuals to relate specific instances. Conclusions are stated for each site along with reviews of the progress and activities connected with the Teacher Corps projects. (FG)

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TEACHER CORPS: An Implementation Study of Collaboration and Multicultural Education

Volume II

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Final Report — Special Study I

August 1980

Prepared by:

James L. Deslonde, Program Manager, Sociology of Education
Christine R. Finnan, Educational Researcher
Daniel G. Broussard, Educational Researcher

Richard A. Marciano, Project Director
James L. Deslonde, Study Director, Implementation Study I
C. David Beers, Assistant Study Director

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SRI Project 7702

Education and Human Services Research Center
SRI International
333 Ravenswood Avenue
Menlo Park, California 94025
(415) 326-6200

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PREFACE

This volume adds context to the descriptions of collaboration and multicultural education already presented in Volume I. The case studies are written as a chronology of the major events, the everyday occurrences and the social interactions within the projects we studied. Each project developed a unique internal dynamic during the planning year that we have attempted to capture in the following pages. Each project had moments of triumph over adversity and moments of despair when the project's foundations seemed to be crumbling away. These dynamics are the heart of program implementation and are described in the following pages.

It is difficult to acknowledge the help of all of the people who contributed to these case studies. The field data collectors, James L. Deslonde, Daniel Broussard, and Christine Finnan, were responsible for collecting, analyzing, writing and reducing the complexity of the implementation processes. Anna Maria Valenzuela initiated data collection at one site. As Assistant Director, C. David Beers was also involved in data collection and analysis, and Robert Bush, Ray Rist, John Browne, and Manuel Ramirez served as consultants to the staff at various times throughout the course of the study. Richard Marciano, Project Director, was also actively involved in shaping the direction of this study.

Special thanks are due the kind people in the Teacher Corps projects we studied, that must, however, remain anonymous. At each site participants from the IHE, LEA, and community cordially invited us into their lives. Project directors deserve extra special thanks for their cooperation and patience and their tolerance of our endless questions, phone calls, and our ominous note pads. We also want to thank Network Directors and other contractors who invited us to their meetings and workshops and who sent supplemental material on Teacher Corps activities. We are also indebted to the dedicated Teacher Corps staff in Washington, D.C., who extended the sense of family to us while conducting this study.

EDGEWATER

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EDGEWATER*

CAST OF CHARACTERS†

IHE/LEA Staff

Andrew Fuller	Project Director
Richard Burke	Associate Director
Robert James	Documentor
Alice Worthington	Secretary
William Fitzgerald	Facilitator--Middle School
Janet Willis	Facilitator--Elementary Schools
Marianne Johnson	Facilitator--Elementary Schools
Suzanne Marshall	PE Specialist
Willard Franklin	Dean
Andrea Mitchell	District Supervisor
Faye Bookman	1st Community Administrator
Rob Fletcher	Team Leader
James Pendleton	Graduate Admissions Office
Francine Silvers	2nd Community Administrator

Community Council

Roberta Fiske	Community Council Chair
Hanna Norman	Community Council Co-Chair

Principals

Howard Tulley	Principal--High School
John Block	Assistant Principal--High School
Alfred Pelegro	Principal--Middle School
Fredrick Norman	Principal--Melbourne
Douglas Bennett	Principal--Madera

---

* Site of observation (name has been changed).

† Names of people and places have been changed.

Teachers

Marie Stanley	Teacher--High School
Dottie Brady	Teacher--High School
Janet Simmons	Teacher--Madera
Rachael Tufts	Teacher--High School

Interns

Daniel Parish	Intern
Marion Fletcher	Intern
Fran Smith	Intern
Alicia Stewart	Intern

Places

- Daniel Webster High School
- George Washington Middle School
- Madera Elementary School
- Melbourne Elementary School
- Edgewater State College
- Belleview District
- Franklin Heights
- Rollinsbury

SETTING THE SCENE

Edgewater is a city of extremes. Winters are cold, summers hot. Modern skyscrapers dwarf buildings reminiscent of another era. It is a city well-endowed with universities and colleges, but also with children who do not learn to read. It is a city of sophistication where school desegregation was met with violence.

As Edgewater grew, it swallowed up smaller communities. Many of these communities have retained their names and each has a unique, but changing character. The Teacher Corps project schools are located in Franklin Heights, but draw students from neighboring Rollinsbury. Historically, Franklin Heights has been a White working class community, but throughout the years many of the long-time residents moved and Blacks and other minorities from neighboring Rollinsbury have moved in to take their places.

Physically, Franklin Heights and Rollinsbury both have areas of great contrast. There are some areas that look like demilitarized zones. Stores are boarded up, houses are in disrepair, and graffiti and litter add the only color. At one time, stores in Rollinsbury were owned by Jewish merchants. When ghetto riots broke out in Edgewater, many of the stores were burned. Residents speculate that many of the stores were intentionally burned by the owners.

There is another side to the area, however. There are some beautiful old wood buildings, at one time proudly sporting hand-carved trim and expansive porches. Some of them are still in good repair or are being renovated. Several people have said that it is difficult to get bank loans to renovate homes in Rollinsbury and Franklin Heights, but there are some efforts.

Strong ethnic and racial enclaves developed in Edgewater over the years. People coexisted peacefully as long as borders were respected. Segregated schools were a result of these enclaves. Public schools in Edgewater were ordered to desegregate several years ago. This changed the existing educational system drastically and led to well-documented resistance and violence. Until recently, this violence simmered and only occasionally erupted.

Children in the Edgewater schools do not pass through an easily recognizable feeder system. Children are assigned to schools according to racial balance, not geographic proximity. At the high school level, students choose between district high schools and "magnet" schools. Students are admitted to magnet schools by application. The intent of the court order was to achieve racial balance in all schools. This has been fairly successful in the elementary schools, but middle and high schools are still racially imbalanced. Parochial schools that were nearly bankrupt before the desegregation order now have waiting lists. White children who attend public elementary schools often leave the public school system if they do not pass the exams for the high schools.

A lasting effect of the school desegregation order is the decentralized school system. The city was divided into nine districts. Each district is led by an area superintendent and district staff, although final authority still rests with the city's school superintendent and the school committee. Each district was paired with a local college or university and a large business. Franklin Heights is located in the Belleview district and is paired with Edgewater State College.

Edgewater State College was originally founded as a teacher's college, but in 1960 was expanded to also offer liberal arts and various career-oriented bachelor degrees. The student enrollment is about 7,000 at the undergraduate level and 2,000 at the graduate level. Edgewater State has had a long history of working with the city schools; it offers services to the schools and enrolls the graduates of the public schools; it accepts a large number of students with substandard grades and test scores. The college is struggling for existence in an era of fiscal austerity. There are long-range plans to merge Edgewater State College with the Edgewater branch of the state university.

It was only natural that Edgewater State and the Belleview district would seek a Teacher Corps project. Since the court-ordered pairing, the college has worked primarily in the Belleview district. The college has a commitment to field-based teacher training, so many Edgewater State graduates receive their first teaching experience in Belleview district schools and the college faculty are familiar with the schools. The college also implements many of its projects in the Belleview schools; one of these was a Cycle 11 Teacher Corps project.

THE PROCESS OF PROPOSAL DEVELOPMENT

When 5-year Teacher Corps projects were announced in the Fall of 1977, an experienced Teacher Corps staff already existed at Edgewater State College. Andrew Fuller was the director of the Cycle 11 project that was entering its final year. All those involved with the project were excited about their progress but were frustrated because its end was in sight. Program '78 seemed like a logical extension of their efforts.

The Cycle 11 project was centered in Washington Middle School. The principal was enthusiastic about the Teacher Corps project; he felt that the Teacher Corps "revitalizes" teachers, and is a great morale builder. He refered to it as a "human library." Most teachers were involved with at least one activity in the school, and members of the community who previously shunned educational programs filled the evening classes. The administration and staff hoped to continue the positive momentum by participating in Program '78.

Andrew was pleased with the progress of the Cycle 11 project and welcomed a project with a longer funding cycle. Andrew and James Pendleton (the program development specialist) discovered, however, that the new project required a much more elaborate administrative structure than existed in the previous cycle. Projects were required to enter a feeder system of four schools, create an elected community council, and respond to a representative policy board. Andrew and James rose to the challenge and began developing a proposal.

Proposal development activities fell into two categories: writing and organizing. District office personnel, principals, and teachers had to be contacted to see if they would like to participate in the Teacher Corps project. Andrew and James had meetings with the principals of all 22 schools in the Belleview district and with many of the teachers. The area superintendent, Mrs. Mitchell, and Andrew selected four project schools which expressed the most interest in participating in the project. They chose the two elementary schools because of faculty interest in Teacher

Corps; Andrew wanted to continue working in Washington Middle School (and the principal wanted the project to continue), and the superintendent thought Teacher Corps could do more good in Webster High than in the other district high school. Andrew said they chose Webster because it "is a challenge." He said other programs have gone into Webster and failed, but he hoped to succeed. During the school selection process, teachers from Washington school encouraged fellow teachers and community groups to accept the Teacher Corps project. Andrew and James did most of the writing, although district staff, principals, and teachers helped with small portions.

It took several months and hours of hard work to finish a competitive proposal. James Pendleton said that the Project '78 proposal was more difficult to write than the Cycle 11 proposal for two reasons. First, the expanded scope of the project demanded more preliminary developmental work (i.e., gaining permission to enter four schools and preparing for more community involvement). Second, the rules and regulations often seemed to ask for two mutually exclusive tasks. As he explained:

> ". . . the main problem turned on the fact that they seemed to be asking for two things simultaneously. They seemed to be asking for a description of a planning process, and, at the same time, asking for the results of that planning process. And it was extremely frustrating to look at those standards and analyze them and try to determine ... what kind of a proposal we were supposed to write; ... when we sought clarification in Washington and I know Andrew made a number of calls and I made a number of calls, the people at Teacher Corps headquarters [in] Washington didn't seem to be too sure themselves as to what the proposal was calling for. I almost got the feeling that the standards were written, and they did read well, but I don't think anybody ever sat down and then analyzed them and wrote . . . an outline of what a proposal might contain.

Once all the supporting letters were secured, the writing finished, and the complete proposal sent through the administrative hierarchy of the Edgewater city school system, the chief authors shifted all of their interests back to the Cycle 11 project. In April, they were notified that they had received funding, and they started thinking less about terminating the current Teacher Corps project and more about beginning a new one.

PUTTING TOGETHER A CAST OF CHARACTERS

A small Teacher Corps staff already existed at Edgewater State for the Cycle 11 project. Andrew learned a great deal from being director of the previous cycle, and he wanted to continue. The staff liked working with him, and he had good rapport in Washington Middle School. Faye Bookman, the community administrator, decided to remain with the project but could only work half time because of the demands of a graduate program. Other staff were unable to continue with Project '78.

This left several positions to fill. Andrew decided to appoint one faculty member to serve as a facilitator at each of the four schools. The person would work one-half time for Teacher Corps (Teacher Corps funds would cover a quarter of the salary and the college would contribute a quarter). Andrew also wanted to have an associate director and someone responsible for documentation. Everyone involved in preparing the proposal recognized that Webster High School would be the most difficult school in which to work. They asked Richard Burke from the Secondary Education Department to work at Webster. Richard was respected for his work in reading, and all agreed that if anyone could succeed at Webster, he could. Richard jokingly said that they offered him the associate diirector position so that he would agree to be program development specialist at Webster High.

The idea of a Teacher Corps project was not unanimously embraced by the college faculty. Many members of the faculty do not like the idea of field-based instruction and do not feel professionals develop through involvement outside the college. The dean, however, strongly supported the project and any attempts to work in the city . The Teacher Corps project attracted faculty interested in field-based instruction. Andrew was happy that he was able to attract Richard Burke and William Fitzerald from the Secondary Education Department and Marianne Johnson and Janet Willis from the Elementary Education Department.

The position of documentor logically fell to Robert James. He had worked on the proposal, and had a great deal of experience evaluating programs. His expertise was in experimental psychology, but he was interested in "what falls between the numbers." He thought the documentation task would help him learn a new research and evaluation methodology.

With the exception of Faye, the Teacher Corps staff came from the college. Through the proposal writing process and prior involvement in Cycle 11, people in the district were aware of Teacher Corps and eager to have it start. Real planning efforts did not begin in earnest until after the national Teacher Corps meetings took place in Washington in August 1978.

BECOMING PART OF THE NATIONAL SCENE

National Teacher Corps

Teacher Corps projects exist in a national as well as a local context. There are many ways that project participants can exchange information and interact socially at national, regional, and network meetings. The first, and possibly most memorable, meeting was the national meeting of all Program '78 projects that was held in Washington, D.C., in August 1978. Several Teacher Corps participants from Edgewater State attended the meeting. The meeting schedule was intense; every minute was planned, and emotions were high. The documentor said that after a while he got "tired of sharing" but that the meetings were interesting. An elementary school teacher said, "there were a lot of Ph.D.'s running around excited." When asked if she felt a part of the "Teacher Corps family" yet, she said she did not, that the meetings did not address any issues that were important to her.

Nearly all active Teacher Corps participants attended at least one National or Network Teacher Corps function. The obligation to attend meetings weighed heavily on the project director, and often meetings were held at inopportune times. Andrew once complained that he was called away from the project when important events were occurring, and that it was an imposition on directors to spend their time "brainstorming" when the organizers have not done their work.

The Teacher Corps Network

Edgewater State is in one of the most active networks in the country, and the Edgewater staff enjoy Network activities. At one time Andrew and Richard suggested that networks would be more useful if they were structured according to themes (such as urban, rural, or bilingual) rather than by regions. Richard said, "We have more in common with an urban project than with some project in Podunk." Despite the heterogeneous makeup of the Network, it supplied many worthwhile experiences for the project participants throughout the year, many of which will be described later. The most intense "Teacher Corps experience" was the Corps Member Training Institute (CMTI), which seemed to give the team leader and interns a more complete understanding of some Teacher Corps goals (multicultural education and community-based education) than most other Teacher Corps participants had.

THE FIRST FOUR MONTHS OF PLANNING
(September - December)

Community Council Election

The Project activities began in earnest when schools opened in the fall of 1978. Several events took priority because they were mandated by the Teacher Corps Rules and Regulations. The first major task for the Teacher Corps project was the election of a Community Council. There was community involvement in Teacher Corps activities in the Cycle 11 project, but not in the form of an elected council. Project staff recognized the importance of the elections. the Council was mandated by Teacher Corps Washington; it was to have parity with other components of the project and the Community Council head was to serve on the Policy Board. However, they anticipated a particularly difficult time electing a Council because they had to try to reconstruct a community that court-ordered desegregation had broken apart.

The election was coordinated by Faye Bookman, the community administrator, with the help of other staff members and a consultant. The Edgewater project wanted to elect 13 members to the Council. There were to be three representatives from each school (one White and one Black parent and a representative from the school neighborhood) and one community member elected at large. They allocated about 5 weeks for word about the elections to spread through the schools and the community. Faye formed an election committee of parents and teachers recommended by the four project principals. Several parents already active on school/community committees were also involved. Faye and the committee members held meetings at the schools and explained Teacher Corps to interested parents. The committee recommended candidates and encouraged people to run for the Council. Several members of the election committee ran for seats on the Council. The committee tried to reach parents through flyers, radio broadcasts, and newspaper announcements. Each of these communication modes had its shortcomings. Few high school students took the flyers home, and the radio broadcasted the advertisements after the elections.

The night of the elections, voting booths were set up at each of the project schools, but the voter turn out was poor. Approximately 78 votes were cast, and, in some cases, by people with no interest in Teacher Corps. At Webster High, people attending night school were asked to vote and many voted solely by race. At Melbourne School, however, an election committee member said, "The people who came out to vote knew more than I did." Poor turn out was attributed to the rainy weather, lack of time to publicize the elections, lack of information about Teacher Corps, and parental reluctance to become involved in the schools.

Roberta Fiske and Hanna Norman were selected by the Council as Chair and cochair, respectively. Roberta and Hanna had extensive experience working in the community and in parent organizations. They periodically became the center of controversy as the project developed. They are considered by some people as "paid concerned parents" (i.e., concerned only with their own gain). Roberta is paid by the city to serve as a community coordinator for the district. Both women are outspoken, and are involved in many community activities besides Teacher Corps.

Formation of the Policy Board

With the selection of a Community Council chair, all mandated members of the Policy Board were available. The Policy Board met formally rather late in the project. Its first meeting was not until December 15. The three members, the dean, the area superintendent, and the Community Council chair slowly became accustomed to working together. The dean said that Roberta was rather cold to him at first, but ". . . eventually she started calling me Will instead of Dean Franklin." Despite its slow start, the Policy Board played an active, and in some cases, controversial role in project operations. Its decisions twice almost tore the project apart, but the Board members never spoke against one another.

Movement into the Schools

Activities in the first 4 months of the project's planning were highlighted by active movement into the four project schools. Most preliminary work in the schools was organized by the facilitator assigned to each school. Teacher Corps received varying responses to the idea of planning and heard a range of opinions about Teacher Corps in general. Planning went slowly and teachers resisted the idea of Teacher Corps until the superintendent arranged release time for Teacher Corps planning. The Teacher Corps staff saw release time as a symbol of the LEA's support for the Teacher Corps project. The physical and social climate of each school had a powerful influence on how well Teacher Corps was received. The following describes each school, and its initial reception of Teacher Corps.

Madera School

Madera School is a small school that, from the outside, looks rather stark and formidable. However, a warm, pleasant environment characterizes the inside. Classrooms are large and sunny, and the rooms are filled with children's work, books, and learning aids. Mr. Bennett, the principal, seems to have a powerful influence on shaping the pleasant climate in the school. There were no serious problems at Madera School for Teacher Corps to address; the people at Madera became involved in Teacher Corps because they felt "it will be good for the children." There are less than 300 students at Madera, and a staff of 18. Mr. Bennett is the only administrator in the school. Teachers seem to get along well together; with only 18 on the staff, it is difficult for cliques to form. Mr. Bennett said that only one teacher opposed the idea of participating in the Teacher Corps project.

Students also get along well together. Half of the students are Black and bussed from a nearby area. The other half are White and live in the Madera neighborhood. All of the children speak English as their first language.

The teachers at Madera had a clear idea of what they wanted from Teacher Corps. They wanted help with physical education and music. The principal, district staff, and Teacher Corps staff did not see these as appropriate needs. They thought the teachers should concentrate on more basic subjects. The teachers stood fast, however. One teacher said, "We finally said, 'Give us P.E. and music, or get out.'" The rest of the year was spent planning the P.E. and music program. A few other teachers also worked on a testing program for first grade children to determine school preparedness. Once the Madera staff and the Teacher Corps staff agreed to pursue P.E. and music, efforts centered on who should teach the courses, and what their focus should be.

Melbourne Elementary School

Melbourne Elementary School stands as a fortress on the top of a hill. It is a large school with a student population of over 600. It is one of the oldest schools in the city; busts of famous people adorn the walls of the classrooms, and a large auditorium is filled with beautiful antique meeting hall benches. The building is rather cavernous, but the classrooms are large, bright, and sunny. Mr. Norman, the principal, is a cheerful, fatherly man. He is warm with teachers and students. Mr. Norman tries to promote a convivial atmosphere through after-school softball, volleyball, and dinners. Despite his efforts, strong cliques exist in the school, and morale among some of the staff is low.

Mr. Norman said he became interested in Teacher Corps because "there are a lot of skills and techniques teachers can learn and pass on to the children. He added, "With desegregation, we have different kids, and teachers need to know about cultural difference." Half of Melbourne's students are bussed from an adjacent Black community.

Marianne Johnson and Janet Willis, the program development specialists at Melbourne said that planning was often frustrating during the initial months. Many of the teachers resisted the idea of Teacher Corps, and they were always excited when a resistant teacher expressed even a small degree of enthusiasm. Marianne said that they eventually had to say to some teachers, "We don't care if you participate, you can do what you want." Ever since then, the teachers were more responsive.

George Washington Middle School

Washington Middle School is located a few blocks from Webster High. The surrounding neighborhood consists of solid older single-family homes. The homes look nice, but many of them have been abandoned, and are boarded up. The principal, Alfred Pelegro, did not know why they are being abandoned. The neighborhood is primarily Black with a few White and Puerto Rican families. Washington School is a large three-story brick building built in 1904. The school uses a cluster system, in which each grade has little contact with the other grades.

Until 7 years ago, the school was notoriously rough. Violence and vandalism were common. Mr Pelegro said that middle schools are often rougher than high schools because students who will have dropped out by the time they are 16 still have to attend middle school. There are also more restrictions on students in middle schools. Currently, problems have virtually disappeared, and the students are orderly and well-behaved. The school population is about 65% Black, 30% White and 5% other. All children live fairly close to the school; the White children are bussed to the school.

Washington Middle School was the site of the Cycle 11 project mentioned earlier. When teachers talk about Teacher Corps, they talk primarily about Cycle 11; few of them were actively involved in the new project. When asked if they were on planning task forces, several teachers said they were, but they could not remember which one they were on. They had much stronger memories of the past Teacher Corps project. Almost all teachers were very active in the past project. These teachers gave presentations at the other schools and talked glowingly about what schools can gain from Teacher Corps. Others were disappointed with some aspects of the previous project. Most were upset that none of the interns found teaching jobs and the excitement generated by the Cycle 11 project did not remain.

The Teacher Corps staff viewed Washington School as a bastion of support, and put less effort into developing programs there than they did at the other project schools. Some of their efforts were directed to remaining involved in long-term projects, such as in refining a multicultural curriculum several teachers started a number of years ago. Other interests were in improving communication between the administration and the teachers. Basically, the Teacher Corps staff sought to maintain a presence in Washington School; they channeled their extra efforts into Webster High School.

Webster High School

Webster High School is one of the black sheep in the family of Edgewater high schools. It is in a very rough section of town; it has a largely Black student body (90%), and largely White teaching staff (95%). The most frustrating feature of the school for the Teacher Corps staff, however, is not related to the students or their neighborhood, but to the low teacher morale at Webster. Andrew said they chose to work with Webster High because it is "a challenge" and it has remained throughout the life of the project.

Webster High is surrounded by a bleak urban environment. Less than a block away from the school is a street famous for its drug traffic. This street once contained small businesses, but most of them are boarded up, serving only as a place to hang out for those who make a living on the streets. Many of the teachers are afraid to leave the school. They enter and leave only when police officers are visible outside. They characterize the neighborhood as very dangerous and talk frequently about the high rate of "Black on White" crime. Several teachers said pimps and prostitutes work out of the apartments across the street, and they told of two ex-students who returned to announce that they are now "ladies of the night".

Inside the school, the environment improves. Security people are posted in the front, but relations within the school are controlled. Discipline is a problem at Webster High, but there is little violence and vandalism obvious to an observer. A few lockers are burned out, but walls and statuary remain unblemished and little litter remains in the halls.

Richard Burke was disturbed by the teachers' change in attitude; in the spring, they had seemed excited about working with the Teacher Corps staff and seemed to share the same interests as Teacher Corps. The following fall, however, their only concern was with security. Richard acknowledges that a security problem exists. There is limited parking near the school, and teachers fear purse snatchers and worse if they have to park away from the school. Until recently, security personnel at Webster consisted of three older women who sat at the entrances of the school and in front of the restrooms.

Teachers asked Teacher Corps to respond to the security problem. Andrew said that Teacher Corps money cannot be used to hire security personnel. The project, however, encouraged the district to hire an additional security person. Richard said that he suggested to the teachers that "security is a curriculum matter." The teachers responded with hostility to that suggestion.

Another problem at Webster that affects the Teacher Corps project is the lack of communication between the administration and the faculty. Teachers see the administrators as weak and unresponsive to their needs. Another problem that contributes to low teacher morale is teacher "excessing." Webster High has lost 21 teachers in the last few years. The administration is caught between decisions made at the district and city level and the desires of teachers who can count on the backing of a strong union if they choose to fight the administration.

Once the Teacher Corps project responded to the initial plea for additional security, teachers divided into ten work groups to plan for the needs assessment. The groups included those reviewing such topics as special education, safety and security, class size, electives, business and reading curricula, business and career administration, school reorganization, physical plant, competency-based testing, and discipline. These groups were inactive throroughout the fall and winter because the teachers were involved in preparing for the school's accreditation. It is possible that little planning probably would have occurred during these months anyway because of the deep-rooted skepticism many teachers had about federal programs in general and Teacher Corps in particular.

Early Planning for Multicultural Education

One of the major events sponsored by the Teacher Corps project was a multicultural symposium held in December. It became clear to the Edgewater State staff and the Belleview district staff that they needed to learn more about multicultural education before they could develop multicultural education programs in the schools. Although Teacher Corps Washington mandated that programs encourage education that is multicultural, it did not require that Teacher Corps participants be well-versed in the principles, philosophy, and practice of multicultural education. The joint staffs decided that a symposium on multicultural education, featuring several prominent thinkers in the field, would offer an initial introduction to those interested in the concept. The 1-day symposium was attended by Teacher Corps staff members, district staff, principals, teachers, parents, and several people from other projects in the network.

The Teacher Corps staff members felt that the symposium was a great success. Participants gave it high ratings and most people were "energized" by the speakers. Critics of the program said that "it was too Black-White" and that it was designed to make people feel guilty. Others said that the presentations were interesting, but that they need more practical information on how to take multicultural education into classrooms.

Multicultural education is not new to the city of Edgewater. Workshops and courses on multicultural education and human relations proliferated following the desegregation order, but most received poor reviews. Teachers, already leery of the concept, left with negative feelings. Few faculty at Edgewater State have expertise in multicultural education; many of them may have less exposure to it than many teachers. The symposium can be seen as a public symbol of their interest but only one step toward building the competence to develop a multicultural program.

CULMINATION OF THE PLANNING YEAR
(January - June)

Final pieces of the planning process were put together during the winter and spring. Plans were formalized, and new staff members brought into the project. As important decisions were made and future directions set, underlying frustrations and disagreements emerged.

The Continuation Proposal

The continuation proposal was the major undertaking of the spring. Andrew estimated that he and Richard spent at least 5 weeks in February and March working on the proposal. The general consensus of all involved in the process was that it was due too early in the planning year. Richard said:

> I have something for your report, if they promise a planning year, why don't we get a year?. It's crazy that this thing is due in April. We barely had time to create rapport with the teachers, and [complete] this accreditation thing at the high school . . .

Andrew and Frank split up the tasks and had each of the Teacher Corps staff members write about aspects of the project they knew well. Even staff from the district office worked on some aspects of proposal preparation. Staff members were frustrated by the early due date. In some cases, they were just gaining acceptance by the teachers when they had to draw the planning to a close.

Most of the disagreements over the continuation proposal involved the budget, not specific plans. The budget was cut by $25,000, which meant that greater attention was paid to how the remaining money was used. The Community Council was especially upset by financial allocations. They felt they should have one-third of the budget. They stressed that too much money went to pay the high salaries of the college staff. Arguments over the budget created dissension among the Teacher Corps staff and between the staff and the Community Council. Andrew and Faye, the community coordinators, disagreed about who was responsible for the lack of community input into proposal development.

Andrew began to question the wisdom of leaving the security of a tenured college position to take on a complex, problematic project. He said that he realized why so many of his colleagues did not leave; in the college context, their salaries are not scrutinized and they receive no abuse. He added that, "Teacher Corps is hard on you physically, emotionally, and mentally."

The Community Council

Arguments over the budget appeared to be a symptom of growing confusion and dissatisfaction among Community Council members. During the first months the Council concentrated on learning to work together. Roberta and Hanna assumed leadership positions because they had more experience working with councils. Faye and the Council members developed a working rapport with each other, but they were still unsure about their role in the project. As the Council started participating more actively in the project, dissension among members grew. Faye and several Council members had been friends before this cycle of Teacher Corps, and they began to challenge Roberta and Hanna's growing power. They accused Roberta and Hanna of participating in Teacher Corps for their own political gain. Tempers flaired when Roberta took part in the controversial team leader selection process to be described later.

Power became an issue for the Council at both the project and national level. Faye described a Teacher Corps-sponsored meeting for Community Council members, and was upset by the ideas they perpetrated. She said that they "got the people all fired up to think they have power, but what does power have to do with Teacher Corps?" She objected to the emphasis on power and thought cooperation should be emphasized. She said a big problem is that people talked about parity, but they did not say where the parity should be. Does parity mean equal access to money, to decisionmaking or to involvement and responsibility? Council members were confused because they did not know what they should demand or expect from the project. Before the end of the school year Faye submitted her resignation as community coordinator in order to devote more time to her graduate studies.

Teacher Corps in the Schools

Problems with the community stand in contrast with successful planning at the elementary schools. Teachers at Madera looked forward to the physical education and music programs they requested. A physical education specialist at Edgewater State organized an innovative P.E. program in which children develop cognitive, motor, and affective skills through movement. The specialist welcomed the opportunity to apply her theories to real school situations.

The teachers contacted a private music institute to provide special music instruction. Once Andrew committed several thousand dollars of Teacher Corps money to the music program, the institute found at least ten thousand more in matching funds. Planning at both Melbourne and Washington Middle School was less exciting than at Madera, but also less explosive than at Webster High.

Progress at Melbourne remained steady. Marianne and Janet continued to win the support of teachers, but they also remained frustrated by the slow rate of progress. William Fitzgerald, the facilitator at Washington Middle School, centered his attention on a few teachers interested in multicultural education, administration, and discipline.

Many teachers at Washington Middle School felt let down by this cycle of Teacher Corps. During Cycle 11, Teacher Corps was ever-present at Washington. Andrew visited the school often; teachers who had never worked together before came together for Teacher Corps functions; parents came to the school for night classes, and the interns were a constant reminder of the Teacher Corps philosophy. When Program '78 began, they did not have anything new to plan, and they knew what to expect from William Fitzgerald. One teacher said he likes William, but wished someone else was facilitator to "shake things up a little."

The months following Christmas break were frustrating for Richard Burke, facilitator at Webster High School. Teachers were assigned to one of ten planning task forces. The planning was delayed, however, for several reasons: the demands of the high school accreditation process, Richard's work on the continuation proposal, and the teachers' protest against the team leader selection process. By the end of the school year, teachers described the kind of programs they wanted and the amount of money they thought would be necessary. When Richard totaled their requests, he was shocked that they were asking for $138,000. There was little agreement on what the focus of the in-service training should be. Small groups of people put in requests for programs specific to their individual needs. The planning reflected the general climate of the school; individual interests came before group interests.

Team Leader Selection

All qualified teachers in the four project schools were asked to apply for the team leader position. They had to have a master's degree and 3 years of teaching experience in Edgewater schools. Applications were due at the Teacher Corps office by mid-April. Meanwhile, a representative steering committee met to establish selection and evaluation procedures. The committee was representative to the point of being cumbersome. All role groups were equally represented. Candidates were eventually interviewed by a 22-member committee (4 college staff members, 4 district office staff members, 4 principals, 4 teachers, 4 parents and 2 high school students). The committee carefully developed an interview and evaluation procedure before meeting the candidates.

Only eight teachers applied for the position. All were interviewed by the steering committee. Four finalists were chosen; three of the four were from the high school, and one was Black.

The Policy Board met on May 14 to select the team leader, and they proceeded to turn a carefully planned process into a crisis. Their first controversial act was to call an executive session. The area superintendent suggested that, because the candidates had already encountered a large group interview, they deserved a "small group" interview with the Policy Board. At first no one but the superintendent realized that "small group" meant only the three Policy Board members. The decision forced six people out of the room (2 SRI documentors, the director, the associate director, the project secretary, and the community coordinator). The Policy Board had never called an executive session before, and Andrew was furious. Speculation flew as to why they had been excluded: maybe the superintendent and Community Council chair were embarrassed because they did not have a procedure worked out for the selection; maybe they realized they would favor one candidate; maybe the SRI presence was threatening; maybe they did not want Faye to witness the process; maybe the superintendent actually wanted a small, intimate interview.

The next controversial act was to select the only Black candidate. Rachael Tufts, the prospective team leader, was well-qualified for the position, but was already a controversial figure at the high school. Several years before, Rachael was promoted over a very popular White teacher with more seniority. Teachers at the high school were furious; they said Whites did not have a chance for promotion, and established procedures no longer meant anything.

The high school teachers knew Rachael applied for the team leader position, and they were convinced she would be selected. They were not willing to passively accept another "racial promotion," and mobilized a protest even before her name was announced. The Policy Board did not announce their selection immediately, but the day after they met, the high school teachers circulated a petition to discontinue involvement in Teacher Corps; most teachers signed it. They did not mention Rachael in the petition; they said Teacher Corps was a waste of money, and they did not want to be associated with it. Most people admitted, however, that the inevitable selection of Rachael was the catalyst for the protest.

The Community Council also protested when they heard that Rachael was selected. The Council members asked the chair to consult with them before voting on a candidate. She did not do so, and she did not vote for the candidate of their choice. The Council called an emergency meeting to confront the chairperson; several Council members thought the chair should resign from the Council.

To say that Andrew and Richard were upset is an understatement. The project they worked so hard to bring together seemed to be falling apart around them. They cajoled and negotiated, and eventually tempers cooled. Rachael withdrew her application, and after a week, Rob Fletcher's name was announced as team leader.

The teachers at the high school were still not convinced that they wanted to be involved with Teacher Corps. They developed a list of questions for Andrew and Richard to answer, and held several meetings to air their differences. Andrew and Richard were frustrated because many of the questions were answered earlier in the year, because the sessions were poorly organized by the school administrators, and because many teachers tuned them out. Teachers did not understand why so much money should be spent on college staff salaries. They criticized the project for involving "paid concerned parents," and they asked why teachers had so little decisionmaking power in a program designed for teachers. Emotions were still hot when school let out for the summer. The high school did not withdraw from the project, but the teachers were still skeptical about Teacher Corps, and the Teacher Corps staff was drained.

Intern/Team Leader Team

As the storm brewed over the team leader selection, applications for the intern positions flooded the Teacher Corps office. Approximately 280 applications were received and reviewed. A 5-member selection committee narrowed down the applications to 70 and then to 21. The 21 were interviewed by the selection committee and 9 were interviewed by the Policy Board. The criteria the selection committee used were that the interns have an adequate GPA of 3.0 (to meet college requirements), and that they reside in the area, preferably in the Franklin Heights area of Edgewater. The project staff hoped to have equal representation from Blacks and Whites and from men and women. The interns were selected with little conflict.

The four interns had little in common except that they had all worked in the community for a number of years and wanted to become teachers. They ranged in age from 25 to 50.

The intern/team leader team was the only bright spot in the project as the school year closed. Rob Fletcher fit into the project staff immediately. Andrew even said, "One good thing we got out of the high school is the greatest team leader." The interns were enthusiastic and worked together spontaneously even before they went to CMTI. They all went off to San Diego with the warm blessings of the project staff.

End-of-the-Year Conference

The end-of-the-year conference sponsored by the Network also raised people's spirits. The Edgewater State project team planned a panel on collaboration. A representative from each different role group held up a sign describing the initial reactions to the Teacher Corps project. For example, a principal said, "There are too many people in my school already." A community representative said, "Just another program to sign off on." Then Edgewater's participants described how they tied all of these groups together. Andrew said that their democratic process makes them "higher on collaboration than other projects in the Network."

Reflecting on the first school year, Andrew expressed mixed feelings. He said that the program lacked an intellectual core, but he thought they had made great progress toward creating a collaborative, democratic structure. This process was so time and energy consuming that intellectual exchange was constantly put off.

The slow development of a multicultural component exemplifies how day-to-day events took priority over the development of an intellectual core. The project staff was interested in multicultural education, but it was only a minor part of their planned program. Toward the end of the year, a consultant was brought in to train the Edgewater State staff and the district office staff to work as a team in training teachers in multicultural education. They thought teachers would be receptive to a team from Teacher Corps and the district. There were no immediate plans to implement this idea, and an unanticipated reorganization in the district office made it even less feasible.

SUMMER ACTIVITIES
(July - August)

Teacher Education

Few events were planned for the summer, but the Teacher Corps staff members were active organizing the fall teacher in-service, working with the interns, and selecting a new community coordinator. Before school ended for the summer, each of the school facilitators prepared a preliminary description of in-service offerings for the four schools. During the summer, a catalog of classes was developed, and a schedule for class offerings was set up. An impressive array of classes were described, especially for elementary school teachers. The catalog was jokingly described as the "Andrew Fuller Institute." The catalogs were sent to all teachers before school started.

Only one formal activity took place in the summer. A workshop was held to help teachers at Webster High develop a uniform discipline code. Teachers, administrators, a community aide, and the director and associate director met for 4 days with a consultant. They wanted to have a discipline code ready for teachers before school started. They realized that a discipline code must begin on the first day of school or it would never succeed. Andrew was pleased with the workshop because several staunch critics of Teacher Corps were involved, and came away from it with a better feeling about the project.

Team Leader/Interns

The team leader and interns had an intensive introduction to Teacher Corps during the summer. They all had strong, positive feelings about CMTI. They agreed that the "human side" of it was the most influential. They had never been in as diversified an environment as CMTI before, and they enjoyed getting to know people from all over the country. They joked about the lessons they learned and about how they could talk in a jargon no one else understood.

The connection between Teacher Corps and multicultural education was clear for the interns and team leaders. One intern was asked if Teacher Corps is too idealistic for inner-city schools. She replied that it is not idealistic at all because "we all need to know about other cultures." The intensity and focus of some of the sessions at CMTI weighed heavily on some of the White interns. One intern criticized CMTI for being too "Black/White," and for trying to make people feel guilty.

Once the interns returned from CMTI, they enrolled in one or two summer school courses at Edgewater State College. Each sessions lasted 4 weeks, and a semester course was condensed into that time. Most classes were held 4 days or nights a week for 2 hours. The interns agreed that the courses were good, but that the session was too short. Interns were free to take courses of their choice. Andrew told them to hold off on choosing a major, and to "shop around." Despite this injunction to take advantage of the offerings, two of the interns complained because they could not concentrate on the areas they wanted. Daniel and Marion had general teaching credentials already. Marion was interested in specializing in either reading or special education, but had been told that Teacher Corps interns must train for general classroom teacher positions rather than take special teaching assignments. Marion was also concerned because all the interns wanted to receive secondary credentials, but Andrew wanted two of them to specialize in elementary education.

Community Coordinator Selection

One major problem marred the summer for the Teacher Corps staff: Faye's resignation as community coordinator became effective on July 15, and the project began the laborious and potentially volatile process of hiring her replacement. The Teacher Corps staff did not realize how politically sensitive this position had become until they tried to replace Faye.

The Teacher Corps office received 50 applications for the community coordinator position. Most of the candidates were well-qualified; many of them had advanced degrees and several years of community work. An affirmative action committee made up of people from the college and the community screened all of the applications. They decided to eliminate all candidates who had neither residences nor community work experience in Edgewater.

Twenty-seven candidates met this criteria. The committee members read the applications from the remaining applicants, and 18 candidates were selected for interviews.

The most controversial candidate was Francine Silvers. She was well qualified for the position, but she is the superintendent's sister. Several committees screened applications, and they hesitated to recommend her because of her family ties. However, they could find no other reasons to disqualify her.

The Community Council interviewed six candidates and recommended four to the Policy Board; Francine was among them, and she was chosen by the Policy Board.

When the decision was announced, the Teacher Corps staff and the Community Council were shocked. The staff decided to make the best of the situation. Andrew said that, "This may be the best possible thing for the project. It will bring the district office into the Teacher Corps office." At that time he was not sure how the Council would react. The Council did not react well. Several weeks after the announcement, a 2-day meeting was held to talk out all problems with the Council. Andrew invited a consultant from the Recruitment and Community Technical Resource Center (RCTR) to act as moderator. All of the active Council members met at a local hotel with Andrew and the consultant. Francine came to the meeting, but the Council asked that she not come in. She was dismayed by that decision, saying, "If they're talking about me, I should be there." She did attend a wrap-up meeting the next morning. Reports of the meeting described it as a "real knock down, drag out." A Council member said that the consultant was very good, but he placed the blame for poor council relations on Andrew rather than on Roberta. They talked about every area of miscommunication and misunderstanding involving the Council. A major complaint was that the chair, Roberta, had voted against their recommendation on Policy Board matters.

This was the atmosphere in which Francine joined the Teacher Corps staff. Needless to say, she had some trepidations about starting the job. When the Community Council met following her appointment, she told the four members present that, "I'm a coordinator no one wants, and you are a Council with no function, so we should get along well." It was with this feeling that the Council greeted the school year. Francine took solace in the fact that she was awaiting word on several other school/community job openings.

THE PRODUCT OF PLANNING: PROGRAM IMPLEMENTATION
(September - December)

In-service in the Elementary Schools

School started in September and the "Andrew Fuller Institute" was ready to serve all interested teachers. Most of the offerings centered on the needs of the elementary schools, and all classes were offered in the project schools. Formal classes were offered in the following:

- Designing a Developmental Music Program
- Principles of Physical Education
- Techniques and Methods for Identifying Special Need Students
- Designing on All-Day Kindergarten

The music and P.E. classes demanded a great deal of teacher participation. The music teacher had her class marching around the room beating out rhythms and singing songs. The P.E. instructor had teachers rolling on the floor, chasing imaginary butterflies, and fighting mock battles. In both cases, teachers who otherwise would not talk to each other were literally thrown together. Several teachers were happy to say that communication with their colleagues had increased since they enrolled in the music and P.E. classes. Instructors in both the P.E. and music classes are available at least 1 day a week to demonstrate and criticize lessons in the teachers' rooms. Many of the teachers have tried to bring what they learned into their classrooms and are pleased with the results. Teachers at Madera fought hard for these two classes, and they enjoyed what they were learning. Teacher Corps responded to their needs, and they are now willing to work in the classes and to experiment with innovative teaching techniques.

The Special Needs and All-Day Kindergarten classes were taught at Melbourne School. The course offerings were more traditional and teacher response was less positive than at Madera. Teachers and instructors had to negotiate throughout the first weeks of class to find a mutually satisfactory direction. The All-Day Kindergarten instructor found this process exhausting, but rewarding, especially once the class moved forward and resistance broke down.

In-service at the Middle School

No formal in-service classes were planned at Washington Middle School. A series of workshops on "Models of Discipline" were offered, but teacher attendance was low. The project members had planned to introduce teachers to four approaches to improving discipline procedures. They would then develop a course in the second semester that focused on the most popular approach. Several teachers trained to serve as facilitators for one of the approaches and they felt they were making progress with their group. Many teachers at Washington felt deserted by Teacher Corps. They talk about the former project as a kind of "golden age." Many still take classes and participate actively, but they are not interested in the offerings. Also, they know the strengths and weaknesses of the facilitator from Edgewater State too well. A small group of teachers are involved in an ongoing task force to refine a multicultural curriculum developed years ago and others are participating in another designed to suggest administrative innovations.

In-service at the High School

Predictably, the in-service offerings at Webster High School led to some problems. The reading teachers requested a class in "Designing a Multicultural Development Reading Curriculum"; several members of the Community Council were also interested in the class. When the Council members learned that the workshop was to be offered at night at a high school in a predominantly White part of town, tempers erupted. Council members asked why a course in multicultural education could not be offered in the district after school so that members of the community could also attend. Dottie, the organizing teacher, also became upset and said, "All we wanted was to be able to develop some materials and now it's a course open to anyone. There will be people there with no experience in reading." Andrew negotiated a compromise between the teachers and the Council by reclassifying the workshop as a structured working session for reading teachers only. The teachers continued to meet at the scheduled site. The sessions would produce materials and a focus that would have application for a wider audience in the spring.

Richard Burke also taught a class at the high school called "Structuring a Basic Skills Curriculum in the Content Areas." Attendance was low, and the class was composed primarily of people outside the content areas. As the class progressed, however, Richard became more and more pleased with the response of the teachers. He had to remind himself that small successes represent great progress at Webster High School.

Collaboration Between Teacher Corps and the District

Communication between teachers and Teacher Corps Staff became increasingly open during the fall. For example, during the first week of school, the city's superintendent of schools unexpectedly mandated a city-wide plan to improve children's reading scores. This plan had to include at least 1-1/2 hours of reading instruction each day. Although most teachers devoted a major block of time to reading each day, they did not have to work around a mandated schedule. They turned to the district reading specialist, who, in turn, sought the help of two Teacher Corps facilitators. Together, they developed plans for Madera and Melbourne schools. The teachers were pleased with the plans and the schools' plans were praised by the city superintendent's staff.

In a few cases, teachers began to call instructors at Edgewater State when they had questions or problems in curriculum areas. One teacher at Madera was surprised that, when she mentioned a social studies project she would like to develop, a Teacher Corps staff member offered to help her.

Team Leader/Interns

The team leader had moved successfully into the Teacher Corps staff. Andrew praised him at every opportunity and described him as a "team player." Rob is energetic, enthusiastic, and an initiator. Rob's primary responsibility was with the interns. He was generally pleased with their cooperation and involvement. One woman became the staff artist. She designed the cover of the course and workshop catalog and worked on Teacher Corps tote bags and tee-shirts. Andrew and Rob showed concern with the academic performance of two of the interns, but felt they would all do well once they were used to the routine.

The routine is not an easy one. The interns spend 3- to 4-hour days in the schools, 3 days a week. They spend another 4 hours a week doing community work, and they spend about 3 hours a week at a Teacher Corps debriefing meeting. They are also taking at least two graduate classes at the college. During the first weeks, they seemed overwhelmed by the amount of time they needed to devote to the program, but they all were still enthusiastic about Teacher Corps.

During the debriefing meetings the interns talked about the classes they observed, their community work, and their course work. Most of them became bored just observing for days in the classrooms, and offered to help the teachers. The teachers were generally happy to have their help. Daniel even offered to teach soccer after school to the fifth graders at Madera. They were critical of the teachers for spending too much time with busy work assignments and for being more concerned with completing lessons than with ensuring that children learn. Most of the interns switched community organizations at least once, but felt comfortable working with a number of agencies. They were concerned that their time be used wisely, and that they did not do the work that no one else wanted to do. Complaints about their college courses generally centered on the amount of work required. Their multiple responsibilities weighed heavily at first.

The Community Council

The Community Council had to begin all over again when school started in the fall. Francine announced that she was offered a job as community coordinator for another district in the city, and she decided to take the job. This left the Council without a coordinator for a second time. A community aide had been hired prior to Francine's resignation. She was a member of the Council and was eager to become more formally involved in Teacher Corps. She could not, however, fill in for a community coordinator for a few months to keep up the positive momentum she was beginning to generate. After a few months, the project began toying with new ways to fill the position. One proposed idea (which the Council supported) was to hire a part-time community coordinator and create four "school-community liaison" positions. These four people would come from either the school or the community and would work to build better communication between the community and the schools. Once this structure is set, the council hopes to set goals and objectives and to begin working. The Council and the Teacher Corps staff have been frustrated by the slow progress of the Council and by the poorly defined nature of Teacher Corps community councils. The Council is looking forward to more active involvement in planning workshops for the Council; a course called "Legal Aspects of Education" is planned for the winter.

Edgewater State

It is difficult at this time to determine the impact of Teacher Corps on Edgewater State College. As the in-service courses become a reality, additional faculty members are becoming involved in the project. Andrew was pleased with the number of people involved in in-service training and in their enthusiasm to experiment with field-based education. Many of the instructors, the P.E. and music instructors in particular, welcomed the opportunity to experiment with ideas in the field. These faculty members showed no opposition to leaving the college and teaching in inner-city schools.

The administration was supportive of Teacher Corps throughout the planning year. Andrew and the dean did not always agree on decisions the dean made as part of the Policy Board, but the dean's support of Teacher Corps encouraged greater involvement of faculty in the project. Some faculty members, however, remain disinterested in field based programs. Andrew hopes that the resistance of many of his colleagues will break down, but he realizes many will never be interested in programs like Teacher Corps.

The Teacher Corps project staff suffered very little from dissension. Andrew encouraged people to become part of the "team" and Alice, the secretary, supplied a continual stream of good will toward everyone. Only two staff positions became open throughout the planning year: the community coordinator and the documentor. Robert James, the original documentor, embraced the job with great enthusiasm. He was intellectually stimulated by the qualitative methodology proposed for the documentation. He had extensive evaluation experience but was concerned with the amount of data that "falls between the numbers." Robert talked at length about documentation and developed systems to organize it. He, however, produced very little and spent little time in the schools and the community. Andrew was perplexed. He liked Robert, but he alwo wanted a good, productive documentor. They finally agreed that someone else should have the job, and Robert resigned. In November the professor responsible for the All-Day Kindergarten class took over as documentor. Everyone was excited about her because she was energetic, active, and productive.

CONCLUSIONS

Edgewater is not an easy place to implement a program like Teacher Corps. Like many large urban centers, Edgewater and its neighboring communities have a history of racial violence and a recent eruption this year left one student dead, another permanently injured, others hurt, and many frightened and angry. Edgewater has historically been a place where groups live side by side, but not together. Efforts to break down group boundaries are not well-received. Several years ago the city was ordered to desegregate its schools. The plan is in operation, but it has left some troublesome legacies. There is no real community surrounding the schools. It is difficult to develop an affinity with a "geo-code." Students rarely attend one school for more than a few years, and they will not pass on to other schools with their friends. Efforts to create racial equality in the schools result in what Black and Whites alike call "racial overawareness." Efforts to implement new ideas, councils, and programs are hindered by a mandate that equal numbers of Blacks and Whites must be involved. This is difficult in most schools because White parents have removed their children from the public schools.

Edgewater city school teachers are not an easy group with which to work. Many teachers are negative and skeptical of outside programs designed to make them better teachers. They work in environments they find threatening and hostile, and programs with philosophical principles like that of the Teacher Corps seem like "academic fluff" to those hardened by their experiences. Teachers are in a good position to reject Teacher Corps because they can easily take college classes on their own. They are surrounded by colleges and can finance continued education through city and state funds. Teacher Corps must offer them something they cannot get on their own, or they will not be interested in participating.

Decisions beyond the control of Teacher Corps, teachers, and administrators may be the final arbiters of whether the program succeeds. One problem facing all of the Edgewater project schools is the school closure plan. All four project schools are slated to close; Madera was supposed to close this year. Individual teachers will retain what they learn, but "improved school climate" becomes less tangible in the context of schools that might face closure. Efforts to build rapport and collaborative working relations between the college and the district are threatened by decisions to reorganize the administrative structure. Strong ties between Edgewater State staff and the district staff were severed when the city superintendent removed all but one of the district office specialists.

Yet these problems are basically the bread on which programs should thrive. The Teacher Corps philosophy goes to the heart of racial tension and seeks to improve communication among people in different ethnic and role groups. Everyone involved in the Edgewater project must realize that one project cannot eliminate broad social problems. Taken one step at a time, the project can make small gains that may some day translate into large ones.

CHATTSWORTH - BELLAIRE VALLEY

CHATTSWORTH - BELLAIRE VALLEY*

CAST OF CHARACTERS†

Project Staff

Ed Callahan	Project Director, Bellaire Heights Education Center Director
Charles Knapp	Community Development Specialist
Larry Nelson	Program Development Specialist
Linda Dixon	Team Leader
Edna Monroe	Intern
Joyce Little	Intern
Robert Barnes	Intern
Laura Stroller	Intern

Community Council

Marion Baldwin	Community Council Chairperson

IHE/LEA Staff

Kenneth Boswell	Superintendent, Taft County Schools
Professor Katherine Coleman	Crawford College faculty member
Dean Howard Fesler	Dean, Arts and Sciences, Crawford College
Professor Edward Jones	Chairman, Department of Education
Mr. Evans	Vice Principal, Mt. Edwards High School
Ms. Hudson	English teacher, Mt. Edwards High School
Mr. Spears	Business Education teacher, Mt. Edwards High School
Mr. Brown	French teacher, Mt. Edwards High School

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* Site of observation (name has been changed).

† Names of people and places have been changed.

THE SETTINGS

The Bellaire Valley Education Center

The dominant feature of the Chattsworth Teacher Corps project is the Bellaire Valley Education Center (BVEC). In a county and state that is predominantly rural and poor, the BVEC represents a substantial force in the state's public education system. The BVEC was formed by a consolidation of 25 rural school districts scattered over a 13-county area. This consolidation represents a total of more than 6,500 teachers and administrators in 329 schools with more than 150,000 students. The student figure alone represents a little more than one-fourth of the public school enrollment for the entire state. The BVEC developed because, individually, many rural districts do not have the large budgets to finance special services such as curriculum specialists or in-service training. Being part of the BVEC allows them to offer a variety of these services; the BVEC staff is composed of math, reading, and other specialists. Many of the federal- and state-funded projects in the member district schools are the direct result of one man's drive and energy, Ed Callahan. Callahan is a well-seasoned proposal writer and prides himself on the millions of dollars' worth of federal program monies he has managed to bring to the BVEC. During our initial introduction to the BVEC, Callahan stated:

> We [member districts] represent more than one-third of the vote in this state. Therefore, no educational legislation is approved without our endorsement. Every year we have a barbecue to host the state legislatures. We establish our priorities with them. We have an excellent relationship with them, couldn't be better!

Thus, the BVEC is also a political entity. Callahan was the initial moving force behind the development of the Teacher Corps proposal.

When Callahan looked for a suitable institution of higher education (IHE) to cosponsor the application, Crawford College was the most logical place. Located in the suburbs of Chattsworth, Crawford College was authorized as a state-supported school 10 years ago. Its Department of Education grew rapidly, from one full-time position in 1971 to its present 21 full-time positions. Its master's of education and teacher certification programs began in 1973. The teacher certification programs offer training in General Elementary Education, Reading, Educable Mentally Retarded, Learning Disabilities, Early Childhood, and Guidance. The graduate programs in Secondary Education, Adult Education, Guidance and Counseling, and Education Administration are offered cooperatively with the large state university in the capital city about 70 miles from Chattsworth.

The campus is quite imposing. Situated several hundred feet from a main highway, the neatly manicured campus is dominated by modern sandstone buildings, large oak trees, and spacious green lawns. The student body at Crawford is largely White. A Black resident of Chattsworth stated that, "Crawford College is White. Most of the Black students go to Bellaire College [a small, predominantly Black church-affiliated college] or to the state college in Capital City." However, the college student body population is not entirely White. It was difficult, though, to ascertain Black population figures from various college personnel or from Callahan; estimates ranged from "a handful to less than 10%." The Department of Education, though, does boast of one Black female faculty member; the balance of the faculty is White.

The Communities

Mt. Edwards: A Community of Contrasts and Tradition

Standing in contrast to Crawford College is the community of Mt. Edwards. The Mt. Edwards community is almost exclusively Black, poor, and rural. Located in Taft County 27 miles from Chattsworth, it is a collection of rural hamlets loosely connected by crisscrossing "farm-to-market roads." Residents of Mt. Edwards may tell visitors: "I am from Mt. Edwards but I live in Harrisberg." Upon further inquiry, one learns that Mt. Edwards is the name of one of the community churches but the name also encompasses the towns of St. Bede, Reedsville, Harrisberg, and a part of Rosewell. This layout of the Mt. Edwards environment was initially introduced to me by Charles Knapp, the project community development specialist. Knapp, in his late 20s, grew up in a nearby county and, thus, has intimate knowledge of the Taft County culture. Knapp is bright, articulate and personable. As he drove through Mt. Edwards he pointed out the various homes of families that he felt should be interviewed. Knapp seemed to know everyone.

Most of the residents throughout Mt. Edwards still farm. Some families with large holdings are barely able to make a living from farms less than 300 acres. Most of the residents whose children attend the Teacher Corps project schools try to combine farming with jobs in nearby factories; some even commute to Chattsworth for city jobs. The only industries in Mt. Edwards are two small fertilizer plants and a rather large soybean processing plant in Harrisberg.

Expectedly, unemployment and poverty run high throughout the Mt. Edwards community. The Teacher Corps staff, quoting a U.S. Department of Agriculture study, stated that Taft County ranks as one of the poorest counties in the United States. However, few residents complain about their personal poverty. They will, however, make remarks about how poor Taft County is. Complaints about life in the Mt. Edwards area often center around race relations and the sparse number of social outlets available for adults or children.

Social relations in Mt. Edwards seemingly have not changed over the last 50 years. In this context the Black residents frequently make reference to the school desegregation court order issued to Mt. Edwards in 1968. The Whites in Mt. Edwards vigorously resisted the desegregation of schools. The Ku Klux Klan waylaid a school bus on an isolated stretch of country road and burned it beyond recognition. This incident is still vivid in the memories of the adults; many relate even minor details of the incident as though it occurred a few weeks ago. Whenever the opportunity arises, someone will point to the very spot where "The Klan burned the bus." As a last holdout against desegregation, the White community opened a series of private schools around the Mt. Edwards area and in other parts of Taft County. This action left only Black children* in the public schools serving the Mt. Edwards community.

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* On a tour of Green Mountain School, however, the principal was quick to point out three White students in the school.

Ten miles down the road from Mt. Edwards is the town of Rosewell. Rosewell schools, though predominantly Black, do have a substantial number (25 to 30%) of White students. Rosewell, the county seat, has the atmosphere of a bigger city; it has more White teachers and fewer economically independent White families that can afford the tuition of the private, White academies. Thus, Mt. Edwards schools are rather unusual: the public county-run schools are almost totally Black and are surrounded by integrated schools in other counties. Public and recreational facilities, of course, are all integrated. However, several Black residents of Mt. Edwards often point out how "racist" the Whites are in Rosewell. Even though the Rosewell shops and stores are the most convenient, many Black residents boycott the stores and shop in other nearby towns.

There are virtually no social outlets that Black and White residents of Mt. Edwards can mutually enjoy. There are no movie theatres, no bowling alleys, no public recreation centers. The large county park, although offering beautiful picnic and fishing facilities, seldom hosts integrated groups. Because of the lack of recreational facilities, both Black and White residents depend heavily on the church for social affairs and many other community events. Taft County and Mt. Edwards churches are either all White or all Black.

Athletics are as important socially as the church. The Black and White residents of Mt. Edwards take athletics seriously. Lively, energetic conversations around Mt. Edwards can often be heard about the local softball teams. These teams are usually sponsored by local merchants or churches and when one team plays another team from a nearby town or county, the event is important. Sometimes hundreds of spectators may gather to see two "hot" teams battle it out. The female teams are as popular or more popular than the male teams. School athletic teams are also sources of community pride if there is a winning season. Again, athletics are racially separate--Blacks play against Blacks and Whites play against Whites.

Housing in Mt. Edwards also shows extremes. Most noticeable are the numerous trailers that line the roads around Mt. Edwards. Charles Knapp stated:

> We don't have low-rent housing projects here in Mt. Edwards, so the children of these families, as they marry, will often purchase a trailer and set it up right next to the parents. The trailers are cheap and they can often be purchased on credit with low monthly payments.

Many of the wood frame houses are severely weather-beaten and dilapidated. The serious state of disrepair of some of the houses prompted questioning. Knapp replied, "If the doors and windows can close, then you can assume someone lives there." Interspersed among the trailers and wood frame houses are large, plantation-style farms; when asked about these houses, Knapp answered, "If it's that big, you can be sure Whites live there."

Beyond the houses are vast expanses of tilled fields. Cotton, soybeans, sunflowers, and tobacco are the most prevalent agricultural products. Although heavily agricultural, the Mt. Edwards schools do not follow an agricultural calendar. As Knapp stated, "Few of the kids are directly involved in farming today; however, everybody around here in my age group (early 30s) has picked cotton or soybeans at some time or other."

Harrisberg

When driving from Chattsworth to Mt. Edwards, the first town in the Mt. Edwards community is Harrisberg. The character of Harrisberg is not readily apparent. Black residents of Harrisberg boast of the town's first Black mayor. Among his achievements was the construction of a city park that gave the town its first public restroom and its first public drinking fountain. The mayor's backers are also proud that the streets in the Black section of the town will at last get names and name posts, and some may even be paved. However, when asked about the mayor's effect on race relations, none of the Black residents seemed to think his election had made much of a difference in the way Blacks related to Whites.

Along the highway that runs through Harrisberg are the fertilizer plant and a variety of small stores. All of the businesses, except one small variety store, are owned by Whites. All of the Harrisberg elementary-age children are bussed a few miles down the highway to Sunrise Elementary School, one of the Teacher Corps project schools.

The Reedsville - St. Bede Area

The next settlements along the highway are the towns of Reedsville and St. Bede. Unlike Harrisberg, there are no business sections in Reedsville and St Bede; the towns are simply a set of boundary lines that encompass fields, houses, and churches. There are no industries in the towns. As far as the Black community is concerned, the most important part of Reedsville is Mt. Edwards High School. The post office is located in St. Bede and, with the exception of a few roadside stores and bars, there are no other commercial buildings. The Reedsville - St. Bede area is truly rural.

Many of the residents of the Reedsville - St. Bede area farm and also hold down other jobs There is a small core of Black families in the Reedsville - St. Bede area who have extensive land holdings, but some of their families cannot make ends meet with just farming. The Baldwins own more than 100 acres in St. Bede, yet both husband and wife work in a factory nearby. On visiting their modest farm one cannot help but be impressed by their spartan life-style. "We tried city living, we lived in New York for 10 years. My husband had a good job, I was working, but we just had to come back to the farm. We love farming. This land is ours." Mrs. Baldwin is chairperson of the newly elected Teacher Corps Community Council.

Rosewell

Fifteen miles west of the Chattsworth highway is Rosewell. Driving into Rosewell from St. Bede is another story in contrasts. Rosewell, the county seat, [illegible] big city. Banks, fast food stands, drug stores, department stores, a train station, and traffic lights all have urbanized Rosewell. "That's the county courthouse over there," says Knapp with a smile, "It has the only elevator in town. The courthouse is only two floors. One woman got stuck between floors on the elevator one day, and now it's not even used anymore." Most important is that Rosewell is where the county superintendent of school's office is located. The superintendent, Kenneth Boswell, is White. The school board that is appointed has one Black member among its seven members. This seeming racial imbalance in the administration of Taft County schools is justified by Whites because Rosewell schools still serve White students. This situation is often mentioned by the Black residents of Taft County especially as Taft County's Black population is 85% of the total.

THE TEACHER CORPS PROJECT SCHOOLS

Ed Callahan and his staff are not very happy that Project '78 grants require a feeder group of schools. They were more enthusiastic about the previous project grants that only required the project to be housed in one school. They speak with pride about their accomplishments in their last project; they feel that the feeder school concept will dilute their efforts and, thus, lessen their chances of success in reaching the project goals. They think, however, the schools they selected were good choices because these schools had a great need for Teacher Corps activities. Ed Callahan, Charles Knapp, and Larry Nelson had a series of meetings with Ken Boswell to select the schools, and the school principals were contacted for their interim approval. Later during the proposal write-up process, teachers were contacted. The schools selected were Mt. Edwards High School (grades 9-12), Green Mountain School (grades K-8), and Sunrise School (grades K-8).

The schools are not in close proximity to each other. Green Mountain School is almost 12 miles from Mt. Edwards High School over a series of winding roads. From Mt. Edwards, Sunrise School is about 8 miles.

Sunrise Elementary School

Sunrise Elementary School sits back about 50 yards from the main highway. Although this gives the school a vast expanse for its entrance, there are no lawns or trees. Wild vegetation, weeds, and scrub bushes occupy the entrance; except for a few shrubs along the front wall of the school, the grounds are bare. Behind the school is a paved basketball area; the rest has been left natural. The one-story brick building looks good from the highway; however, on entering the building, the disrepair becomes obvious. Painted surfaces are chipped and peeling, floor tiles are worn to shreds--holes are scattered here and there. The interior cinderblock walls are dirty and in need of paint. The poor lighting in the halls is partly due to how the school is arranged. No windows open directly to the narrow hall, only the classroom doors. The classrooms are also badly in need of paint. Sunrise School's first impact is that of drabness, shabbiness, and poverty.

The school's history dates back to 1905 when it was called the Harrisberg Colored School. After a series of moves and a fire, the present brick building was erected in 1955; in 1968 a library was added and since that time three mobile units have been added to the basic brick and wood structure. The school now has 22 classrooms, 24 teachers and 423 students. The teaching staff is all Black, 418 of the students are Black, and the principal, David Scott, is also Black. Six of the teachers have master's degrees and the school has 99% of its student body enrolled in the free lunch program. Poverty is extensive here at Sunrise.

Green Mountain Elementary School

As one approaches Green Mountain School, the 51-year-old building of red brick and white wood trim looks like an expanded version of the one-room schoolhouse. On closer inspection, it is easy to note the peeling paint and other signs of neglect become quite apparent. "This used to be the White school before integration," says Knapp, "Now there are only three White students here." Once inside the building the impact of the state of disrepair is even more dramatic. Creaky wooden floors that sag when walked on, faded walls whose original color is indeterminable, and poorly lit halls create an image of extensive shabbiness. In the classrooms, dim lights, decrepit desks, cracked blackboards and dirty walls create a prison-like environment. Conspicuously absent are decorative touches such as plants, posters, or art work. Charlie Knapp tells us after being asked about the physical state of the building that, by the time the county pays for buses and gas, there is very little left for anything else. "As you can see, the kids don't even have a decent playground." Green Mountain School has 21 classrooms and 21 teachers, 4 of whom have master's degrees. There are 399 students at Green Mountain, 396 are Black.* Green Mountain's teaching staff is all Black.

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* Throughout the visits to Green Mountain I never did see the three White students.

Mt. Edwards High School

There are 467 students at Mt. Edwards High School, 446 are Black. Of the 27 teachers on the faculty, 8 have master's degrees and there is one White teacher.* Mr. Edwards' physical impression is somewhat better than that of the elementary schools. The main classroom building is a sturdy brick structure; though there are poorly lighted halls inside, it is apparent the building's basic repair is in good shape. The school was built in 1956 and throughout the years various temporary trailers have been added to the campus; behind the collection of trailers and the main classroom building are the football field and bleachers that seat several hundred. The classrooms here are also bare; no plants or other decorative features break the drabness of the building.

Nearly half of Mt. Edwards' graduates go on to college; however, being poorly prepared for rigorous academic competition, the dropout rate from college is quite high. Some of the Mt. Edwards graduates expressed how difficult it was to make the academic adjustments from Mt. Edwards to a college environment. The basic curriculum at Mt. Edwards is college preparatory. A vocational program is available but students wishing to take a vocational program must go into Rosewell for the vocational/technical courses. However, despite Mt. Edwards' high college dropout rate, the bulletin board outside the principal's office is filled with new accounts of the achievements of Mr. Edwards graduates: who made the deans' lists, and who received scholarships and other awards for outstanding academic achievement. Mt. Edwards High School, surrounded by extreme poverty, seems to be the only opportunity that many of the students have to escape poverty. Edward Sheppard, the principal, estimates that most of those that go on to college and finish are the first generation high school and college graduates in their families.

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* At midyear this teacher was planning to leave Taft County and resign his teaching post.

ACHIEVEMENT IN TAFT COUNTY SCHOOLS

It appears as though Black students in Taft County enter the schools at a disadvantage and do not improve very much through the years. The 1977 test results for the Comprehensive Test of Basic Skills (CTBS) are shown for the three project schools in Tables 1, 2, and 3.

Table 1

ACHIEVEMENT SCORES AT SUNRISE ELEMENTARY SCHOOL IN 1977

Subject	Grade Level						
	2.7	3.7	4.7	5.7	6.7	7.7	8.7
Reading	2.0	2.4	4.0	3.8	3.3	4.4	5.1
Language	0.8	2.6	3.5	3.7	3.4	4.4	4.9
Math	1.8	3.0	3.6	3.8	3.6	5.0	5.7
Science	-	2.6	-	3.5	3.5	4.9	5.8
Social Studies	-	3.1	-	4.0	3.8	5.2	5.3
Total Battery	1.8	2.7	3.7	3.7	3.5	4.6	5.2

Table 2

ACHIEVEMENT SCORES AT GREEN MOUNTAIN ELEMENTARY SCHOOL IN 1977

Subject	Grade Level							
	1.7	2.7	3.7	4.7	5.7	6.7	7.7	8.7
Reading	1.6	2.2	2.5	3.5	3.2	4.2	4.8	5.9
Language	0.4	1.4	2.6	3.6	2.9	4.2	5.0	5.4
Math	1.4	2.3	2.4	3.3	3.1	4.2	5.4	6.0
Science	-	-	1.8	-	3.1	4.4	5.3	6.3
Social Studies	-	-	2.7	-	3.5	4.5	5.6	5.8
Total Battery	1.4	2.0	3.6	3.5	3.1	4.2	5.0	5.9

As Tables 1 and 2 show, Mt. Edwards first graders are not far behind the expected grade level score when they enter first grade; however, the gap widens more and more as they go through the grades. In fact, at Sunrise

Table 3

ACHIEVEMENT SCORES AT MT. EDWARDS HIGH SCHOOL IN 1977

Subject	Grade Level 9.7	 10.7	 11.7
Reading	5.6	6.2	6.4
Language	5.2	5.8	6.7
Math	5.7	6.6	5.9
Science	5.1	5.5	7.3
Social Studies	5.4	6.2	6.7
Total Battery	5.5	6.3	6.4

there was a no-growth year between fourth and fifth grades and a decline at Sunrise between fifth and sixth grades. By the time Mt. Edwards eighth graders enter the high school, they are severely handicapped academically.

Academic growth at the high school is not much better. Mt. Edwards graduates typically function 5 years below grade placement upon graduation.

The Teacher Corps staff also talk about the language "problem" Mt. Edwards students have. Most Mt. Edwards students are Black English dialect speakers. The particular dialect used seems indigenous to this small area in the United States; Black dialect speakers from other parts of the United States sometimes have difficulty understanding the dialect spoken around Mt. Edwards. During the past year a well-known Black English specialist conducted workshops for Mt. Edwards teachers focusing on the Mt. Edwards dialect, Standard Black English, and network English. However, most of Mt. Edwards teachers talk less about language barriers to achievement than they do about reading problems. When we questioned Knapp about this apparent lack of interest in dialect problems, he replied, "I can see why because many [of the teachers] speak the same dialect and some of them teach in the dialect!" David Scott, the principal of Sunrise, stated that many of the teachers at Mt. Edwards grew up around the Mt. Edwards area and have returned to teach in the schools.

The group writing the Teacher Corps proposal carefully considered another characteristic that could help the achievement problem of Mt. Edwards schools. There is a high attendance level and a low attrition rate in Mt. Edwards schools. The Teacher Corps staff as well as teachers proudly point out to visitors that their average daily attendance is 90 to 95%. Typical classrooms rarely have more than one or two pupils absent. Mt. Edwards students are staying in school; in 1978 only 4 students out of an enrollment of 1,280 dropped out. The Teacher Corps staff attributes this to several factors: home attitudes that support formal schooling, lack of competing interests, and strong school-community ties. The Teacher Corps staff members have data from another federally funded program, the Career Opportunities Program (COP), that show that it dramatically reduced a one-time dropout problem at Mt. Edwards. When the COP Program began in 1970, the average dropout rate among Black pupils was 51%, with some schools exceeding 70%. By focusing on career education, the COP was able to make a remarkable reversal in the attrition rate and has now brought more pupils under the direction of the school. Thus, the first battle has been won to acquire community and pupil support. Now the next big task of the Mt. Edwards schools is to take advantage of this opportunity and, through more effective instruction, elevate the pupils' learning levels to match their potential.

TEACHER EDUCATION NEEDS IN MT. EDWARDS

Certification-Recertification Needs:

In addition to the underachievement problems in Taft County schools, there are a variety of teacher needs. The State Department of Education still requires all teachers to take the National Teacher Examination (NTE) before they can be certified and appointed to a teaching position.

Based on NTE scores, the state issues A, B, C, or D certificates. Teaching salaries are also stratified according to the type of certificate a teacher holds. D certificates then are issued to those teachers who pass all academic requirements for certification and who also have the lowest range score on the NTE. There are several interesting effects caused by this system of certification. A large number of the state's Black teachers who receive training from Black colleges are teaching on less than an A certificate. This, say some Black teachers and others, is because the test is riddled with racial bias. In addition, because the state and counties save large sums of money on the differentiated salary rankings, there is little incentive provided by the state or local colleges in the form of courses or other assistance to have teachers tested and retested to improve their scores. During an informal conversation, a county superintendent revealed that the state department and county budgets would be completely depleted and bankrupt if all eligible non-A-certificated teachers qualified themselves for A certificates.

Another effect of the certification ritual is that, in many parts of the state and particularly in Taft County, teachers with less than A certification suffer from a general stigma. They are thought to be less competent and less intelligent than A-certificated teachers. One teacher, while talking about this problem stated, "Mr. Howard, there, teaches on a D certificate; his salary is atrocious. I don't see how he can support his family on such a low salary. . . ." The teacher went on to state that, although many people believed that D-certificated teachers were not good teachers, Mr. Howard broke the stereotype.

Formal Course Offering Needs:

The state department periodically issues a list of courses that must be taken by all certified personnel on a regular basis to qualify them for their recertification. In a rural setting such as Taft County, the long distances to colleges offering these courses present a problem for many rural teachers. Updating certificates with state-mandated courses is often a topic of conversation among the Teacher Corps staff. They want to offer crash courses to help Mt. Edwards teachers upgrade their NTE scores and they also want to facilitate the offering of the state-required courses on site at one of the project schools. They feel that, unless such very basic needs are responded to, more extensive in-service activities would be ignored by the teachers.

PROPOSAL DEVELOPMENT

In 1976 the BVEC and Crawford College were awarded a 12th cycle Teacher Corps grant. The proposal at that time was developed and written by Ed Callahan, Larry Nelson, and Charles Knapp. The interns staffed the program after it was funded. Drawing on the experience they gained from this Cycle 12 project, they then wrote the 1978 project proposal. Ed Callahan prides himself on BVEC's capability.

> Since we became a center [in 1967], we have generated more than 4 million dollars' worth of program money. We keep an eye on Washington and have a pretty good idea of where the money is.

It was this kind of assertiveness that resulted in the BVEC's application for a Teacher Corps project. Callahan shared the management plan they used for getting the proposal developed; it was elaborate and quite detailed. He added, "If someone didn't meet a deadline, we had a meeting to find out why. We all had to do our share." He spoke of the good relationship the BVEC had with Crawford College:

> It's a trust relationship. We have not disappointed them in the past so they enjoy doing business with us. This relationship is the result of years of trust; we never promise anything we can't deliver. They have no reason to doubt our work; that's why they signed off on the proposal.

In this respect the BVEC treats Crawford College the same as any other county public school organization. Callahan also stated that the faculty at Crawford are quite inexperienced at writing proposals for federal monies: "Most of the federal funds they have resulted from our efforts."

"Larry Nelson," Callahan explained, "is our link to the Crawford faculty. He works closely with the faculty there to keep the commitment going." It was later learned that Larry Nelson does not have a tenured track appointment at Crawford. However, Callahan gave assurances that Larry will probably receive the appointment as soon as he finishes his graduate Ph.D. studies. Larry functioned in the same liaison capacity during the Cycle 12 Project and he was written into the proposal for the same position in Program '78.

The third staff member, Charles Knapp, was also a member of the Cycle 12 Project. As the community development specialist, Knapp conceived, developed, and implemented the community-based aspects of the previous Teacher Corps cycle. For the present project, Knapp wrote the sections of the proposal addressed to the organization of the community council, its training, and the design and implementation of community-school activities. Callahan takes pride in how well the three men work together as a team. He readily admits that he "could not run the show without Charlie and Larry."

Callahan also related that the proposal took 6 months to develop and write. The major activity was conducting an elaborate needs assessment that focused on community-school needs and teacher in-service needs.

Community Involvement: Proposal Outcome

The funded proposal for the Bellaire-Mt. Edwards project shows sensitivity when it addresses the needs of the Mt. Edwards community and schools. Following are some highlights of the proposed objectives and outcomes for the community involvement portion that are to:

- Reduce communication barriers between children and parents, between teachers and parents, between children and teachers, and among children.
- Educate parents about growth and development characteristics of their children.
- Develop an information guide to help parents, teachers, and children locate community resources available to them.
- Provide seminars for parents on topics identified in the needs assessment.
- Develop a training and certificate program for the development of parents as teacher aides.

One of the real assets of the Mt. Edwards project is the active and supportive parent group. Advisory groups for Title I programs, parent/-teacher groups, and church committee workers provide a good, solid history of formal involvement.

Teacher Education: Proposed Outcomes

The proposed teacher education outcomes in the Mt. Edwards proposal are written with keen technical insight. The heart of this part of the proposal describes how the interns will conduct case studies of at least six Mt. Edwards families so as "to increase the interns' awareness of life-styles of low-income children and to present their findings to teachers and community personnel." In addition, the staff proposed a tentative list of 38 teaching competencies that would be verified by a follow-up needs assessment in the planning year. The following are highlights of these teaching competencies that call for teachers to:

- Individualize instruction.
- Learn techniques of objective observation in the classroom.
- Write learning objectives for pupils.
- Develop teaching skills for remediation in mathematics.
- Interpret scores used in standardized tests.
- Relate sociological studies to the teaching of pupils from different socioeconomic groups.
- Learn and apply school principles for classroom management.

Little or no discussion can be found in the proposal that focuses on proposed changes in teacher education at Crawford College, however. A series of outside consultants, rather than Crawford College faculty, was proposed to help the staff carry out the in-service teacher education objectives.

Exceptional Children: Proposed Activities

The proposal outlines 46 competencies that the project will attempt to develop; some are highlighted below:

- Describe the factors associated with reading readiness.
- Demonstrate strategies for teaching visual discrimination and sight-word relationships to children.
- Demonstrate the ability to identify cardinal systems of speech pathology for reference purposes.
- Describe learner characteristics that either enhance or impede learning.

Cooperative Teams

The Mt. Edwards project's planning year was to be dominated by cooperative teams formed at each of the target schools. The proposed teams would include classroom teachers, principals, librarians, special education teachers, and community representatives. Sixteen major objectives were delineated for these teams. The major ones are presented below:

- Promote a program of public relations to improve community understanding and cooperation.
- Recommend the best ways to use resources of the school system and community in developing the instructional program.
- Encourage new acquisitions through purchase.
- Assist in promoting teacher effectiveness and in encouraging professional development of the classroom teachers.
- Advise Crawford College on instruction that is needed.

Training Aides: Proposed Activities

Another major project activity proposed was to develop a training program for aides and tutors. Parents were to be the primary group from which aides would be recruited and training was to be accomplished through a series of seminars on:

- Technical skills needed for basic instructional activities
- Informal evaluation skills
- Basic interpersonal skills development.

Multicultural Education: Proposed Activities

The Mt. Edwards proposal outlined several activities that "enable classroom teachers to be sensitive to the biases that violate sound principles of instructional accommodation of culturally different pupils." For this purpose, it proposed that the interns conduct a 6-month case study of six families. It is also proposed that the results of the case studies be developed into a comprehensive media presentation to be shown to educational personnel and the community. It also stated that the case study information would be used to help school personnel analyze the curriculum of the school and to examine instructional materials "for appropriateness and level of interest," and that teachers would be encouraged "to relate community characteristics and resources to the school's curricula." The project proposal also discussed objectives that would:

- Increase teacher awareness of cultural characteristics of the community.
- Help teachers use community resources in instruction.
- Help teachers identify text materials that can bridge the gap between school learning and "the realities youth face in the community and their future plans."
- Help teachers develop activities "that supplement the regular curriculum and capitalize on the special characteristics of the community."

In summary, the Mt. Edwards project is an ambitious program that would set up an extensive collaborative structure of cooperative teams, train tutors and aides, and develop an extensive in-service and intern program. The multicultural education component was to rely primarily on the interns and focus almost exclusively on school-community relations.

THE PLANNING YEAR

Planning formally began in the Summer of 1978 when notification of funding was received. The early planning was undertaken primarily by Callahan, Nelson, and Knapp who formalized the various roles and duties so that every project activity would be assigned to one of them personally. The first major activity of the planning year was the election of the Community Council; this was Charles Knapp's major responsibility, and it took immediate priority.

Community Council: Elections and Work

Although not readily apparent, there is a social class structure within the Black community of Mt. Edwards. There is a core group of Black Mt. Edwards residents who help set the social tone of the community. This group, at times, also acts as a buffer against the controlling White community by exerting political pressure and defining the issues. They are, for the most part, the prominent families in Mt. Edwards, i.e., the land owners, business owners, teachers, and active church goers, and are somewhat financially independent. The other segment of the Mt. Edwards Black community is less visible socially. These people for the most part are sharecroppers or they rent land for farming from the other landholding families. They occupy many of the weather-beaten dilapidated houses and probably represent the most economically depressed subgroup in the county or state. The lines between the landowners and the non-landowners are not very rigid; there is little or no snobbery or rejective behavior on the part of either group except that the basic difference between them is recognized. For instance, the business owner in Harrisberg made several references regarding the non-landowner group's lack of formal knowledge about child development, their lack of commitment to training their children to be mannerly and polite, or their inability to train their children to develop a respectful attitude toward their elders.

The children of the landowners have traditionally done well in Mt. Edwards schools. They graduate from college and go on to impressive careers in law, teaching, nursing, and other professions. They often do not return to the farm. On the other hand, the non-landowner group's children experience a high incidence of school failure; dropout rates were at one time high and formal achievement in the professions is low. The children of this group often return to Mt. Edwards after their initial break with home.

The people elected to the Community Council were largely from the landowner group; if they are not actual landowners, they have by past achievements and accomplishments aligned themselves with the same values that the landowners espouse. When questioned about this subtle division in the community, Knapp acknowledged that the non-landowner group was the one that was most difficult to involve in school-community affairs; they rarely came to school functions and, thus, showed no interest in the Teacher Corps when the Community Council elections were held.

Knapp, commenting on articles in the newspaper on the election, stated: "We sent out flyers and notices and had several meetings. It was publicized extensively. Our first meetings for information and nomination of candidates were very sparsely attended." He stated that the bulk of his time was spent explaining what Teacher Corps was about. "We finally decided to elect the Council with nominations from the floor and a show of hands--the convention method. This is the way the people are used to doing business anyway." Seven Council members were elected, five women and two men. Each feeder school elected two representatives, one serving at large. Two nonparents were appointed and three teachers, one from each project school, were invited to serve as ex officio members. One student also served on the Council along with three administrators. The 16-member Council began to meet in November on a monthly basis, and Knapp functioned as the coordinator.

Knapp encountered few problems with the Council; most of the members were accustomed to working in formal settings. However, they expressed frustration in trying to grasp the intent of Teacher Corps. Even though eagerly involved in the work of the Council, some members were still having problems as late as May explaining the meaning of Teacher Corps to other parents. Part of the reason for this is the relatively isolated manner in which the Council carried out its work. Although each target school sent a teacher representative to the meetings, their attendance was not regular. Principals attended on an intermittent basis also, and no IHE faculty members participated in the Community Council meetings. From the Council's perspective, they were no different from a parent advisory group under Title I.

Though the Council did not plan any teacher in-service activities, their activities were fairly extensive in that they:

- Participated in the orientation and development of by-laws and discussed the purposes of Teacher Corps.
- Were trained in group decisionmaking.
- Conducted a needs assessment on community-school needs.
- Organized and participated in literary training.
- Participated in a series of seminars on parenting.
- Recruited and screened tutor and aide candidates, and eventually hired and trained ten.

Knapp provided active leadership for the Council; he constantly infused them with new ideas and invited them to seek various types of training. When he was asked to assess the impact of the Council, he replied:

> I want them to be more independent of me; they still feel somewhat unsure of themselves around teachers, principals, and the superintendent--outsiders in general. They are always ready to pitch in to help; they are receptive to new ideas.

The Council members seem pleased with their work. Marion Baldwin, the Community Council chairperson bubbled with enthusiasm when she talked about her participation in the Teacher Corps project. She spent some time trying to place her remarks in context. At various times she stressed her concern about the opportunities for children in Mt. Edwards:

> The kids [from Mt. Edwards] get a degree in one hand and then take off for California-New York; they don't stay around when they get educated. At one time we [the residents of Mt. Edwards] didn't come forward and speak for our rights; we couldn't even get teachers to speak out with us. Our kids in the rural area should be as good as the kids in the city schools.

She said she welcomes any opportunity such as Teacher Corps that would give her a forum to express these concerns and act on them. She talked about how difficult it was to get other people involved. She thought one of the most valuable effects of the Council was that it brought parents together from all three project schools: "We thought we had problems! Those other schools really have problems." Mrs. Baldwin hopes that Teacher Corps will continue after its fifth year. Her biggest hope is that Teacher Corps can do something about the reading problems in the schools, provide more recreational outlets for the children, and create opportunities for young people to remain in Mt. Edwards and raise their children.

Planning Groups

The cooperative planning teams outlined in the original proposal never got organized. When asked to explain why, a staff member responded that they were trying to finish the needs assessment. In fact, much of their planning time was spent on teacher interviews--they conducted more than 160 interviews to determine teacher-perceived needs. They also spent a great deal of time with Mt. Edwards teachers and Crawford College faculty trying to clarify roles and the intent of the planning year. The staff did not create any opportunities for Crawford College faculty members to plan face-to-face with teachers. Thus, in essence, the Mt. Edwards project substituted their elaborate needs assessment for the cooperative planning team that was proposed.

Callahan, Nelson, Dean Howard Fester and Professor Edward Jones were the four most influential planners for the Crawford College component. Dean Fester is the administrative head of Arts and Sciences at Crawford College. He and Edward Jones were the most frequently contacted persons Callahan worked with. In previous conversations Callahan related how he and Fester, together, wrote for and obtained state approval for the Department of Education's graduate program so that Crawford College could qualify for another federally funded program. Callahan at times seemed to bypass Professor Jones and dealt directly with the dean. In this sense Callahan related to Howard Fester in the same manner that he related to superintendents. With the intent of creating a stronger Crawford College faculty commitment to the project, Callahan arranged a series of meetings between himself and Fester. Later, he began to include Jones and Nelson in these meetings. It was agreed by all that an intensive, all day retreat was needed to nail down the problems and clearly identify the Crawford College faculty needs. They identified 20 basic needs to which Teacher Corps could address itself. The needs ranged from a lack of collaboration in planning in-service and a resistance to performing in-service training, to a lack of effective in-service delivery planning and interpersonal communication skills. As a follow-up, Callahan met frequently with the dean to discuss various ways these needs could be attacked. However, few visible plans were designed as a result of these meetings. The project's continuation proposal states that a series of seminars will be planned that will help the IHE faculty overcome some of the obstacles uncovered in the needs assessment. By the conclusion of my visits, there had been only one seminar conducted by a consultant well-known for his work on classroom observation systems. The faculty at Crawford College, therefore, still remained physically separated from the teachers in Mt. Edwards. When Nelson was asked for his assessment of this situation, he related that the department was experiencing extensive strife and dissatisfaction among the faculty members. A petition was circulated and signed by the faculty; it called for, among other things, the resignation of Jones as chairman. The petition also discussed the faculty's dissatisfaction with the Teacher Corps project and how it was administered at Crawford College.

Near the end of the planning year two courses were designed to be taught at the project schools by the Crawford College faculty. One of the professors, Katherine Coleman, who was slated to teach a course, was less than enthusiastic about her assignment. She stated, "I have never been asked for my input or for my involvement with Teacher Corps; I was simply told to teach the course in Taft County." She continued, with even more emotion:

> I want Teacher Corps to be successful, but it has been unrealistic of the Bellaire Valley Education Center to expect those teachers to hack an academic program; these people don't need master's degrees, they need techniques, methods for teaching the kind of students they have.

Professor Coleman explained that, despite what she felt were the real needs of the teachers, she intended to conduct the course on a very theoretical level. Even though Larry Nelson had asked her to orient the course toward classroom and instructional problems, she resisted because the course number denoted a research theory-based course, not a field-based course. She felt that the field-based course should be offered, "If that's what they want." The teachers in the Teacher Corps schools partly agreed with Professor Coleman's assessment. They too wanted practical "hands-on" help in the classroom. They were disappointed that such a theoretical, research-based course was going to be offered. However, one teacher said, "I guess I'll sign up for it because I can use it for recertification, even though I know I won't like it." This passivity on the part of Mt. Edwards teachers was often criticized by the Teacher Corps staff. They felt that even if given the opportunity, Mt. Edwards teachers would still not plan for inservice they truly wanted. "They have no fight left in them!" one teacher said critically of her colleagues' passive reactions to Teacher Corps.

IN-SERVICE TEACHER EDUCATION

Mt. Edwards teachers are often the target of extreme negative criticism. Because there is a general knowledge of students' poor performance on the CTBS, teachers are indirectly held responsible for the poor scores. "Teachers in Taft County are slow and sluggish; quite a few are weak and attended schools that were weak," one teacher said. She continued by stating, "It is most important to improve their performance in the classroom; this is more important than improving their NTE scores."

Many teachers in Mt. Edwards are concerned about improving the children's academic performance. The following dialog is characteristic of needs felt by Mt. Edwards teachers:

> Vice Principal Evans:
> Reading is a big problem here. Our kids can't even fill out an application. We should have 4 years of reading in the high school.
>
> English Teacher Hudson:
> Yes! I have to take time out from my regular teaching to show them how to fill out applications and how to go for job interviews."
>
> Evans (clearly distressed):
> Our students can graduate from high school and can't read or fill out an application. This is our single most important problem here at Mt. Edwards.
>
> French Teacher Brown:
> God! Maybe I should go back to graduate school and get a degree in reading. Teaching French is not doing it!
>
> Business Education Teacher Spears:
> Vocabulary is a big problem in my area. I can't get improved speed in typing if the kids don't know the words they are typing . . . .
>
> Knapp:
> The reading course at Crawford College does not teach reading. It is all theory. I took that course and knew less about reading after I finished [it]!" (nods of agreement, chuckles).

Hudson:
My teacher training did not prepare me to teach the children I am presently teaching. It was all strictly theory . . . . Those Title programs are supposed to help with those problems, but they are bogged down in paper . . . the IMS math has students in it who can't read! (nods and verbal agreement from others).

Vice Principal Evans:
It's an individualized program that requires reading and the kids can't read!" (chuckles from others).

Despite these strong feelings about reading performance, the needs assessment conducted by Nelson and Callahan addressed these concerns in highly theoretical and conceptual language that sometimes hid the basic instructional problems. An example of sample items are shown on page 79.

Thus, the first workshops offered to teachers near the end of the planning year were a week-long series of sessions focusing on writing instructional objectives and designing appropriate instructional strategies. In addition to Professor Coleman's course on reading, Professor Jones offered "Schools in a Modern Society," a general survey course that seemed to fulfill the state's requirement for recertification. Both courses were well-attended; in fact, the high school principal attended Professor Jones's course because of his need for recertification.

Two BVEC consultants offered two workshops for Mt. Edwards teachers, one on reading instruction and reading materials and the other on mathematics instruction that focused on a mathematics curriculum developed for BVEC-member districts. "Fundamentals of Guidance" and a workshop on mastery learning were also offered by outside consultants. The reading course was most enthusiastically received.

Teachers at Mt. Edwards seem to be caught up by several contradictory forces. There is the very real need to upgrade their skills through the state or locally mandated courses and/or prescribed courses required for graduate degrees. These courses, though, quite often do not address the real instructional problems they identify. On the other hand, there are very pressing instructional needs of the entire Taft County schools that center around improving the academic performance of Mt. Edwards students. Crawford College faculty seem to be most capable of responding to the

EXAMPLE OF TEACHER COMPETENCY NEEDS ASSESSMENT FORM USED BY THE IHE/LEA

SA A D SD 1. Identifies learner's emotional, social, physical, and intellectual needs. Draws upon knowledge of human growth and development, learning theories, social/cultural foundations, assessment techniques, curriculum goals and content in order to gather information about the learner and to identify instructional needs.

Comments:____

SA A D SD 2. Designs instruction appropriate to goals and objectives. Develops a variety of strategies for promoting achievement of instructional goals and objectives which reflect the learner's needs and offer the learner alternative ways of achieving these goals and objectives.

Comments:____

SA A D SD 3. Implements instruction that is consistent with plan. Demonstrates the ability to use a variety of strategies which have the potential to promote learner achievement of specified instructional goals and objectives.

Comments:____

SA A D SD 4. Promotes effective patterns of communication. Recognizes the value of effective communication; communicates effectively verbally, non-verbally, and in writing; accepts and supports ideas of others; strives for more productive communication; and encourages interaction among all members of the group.

Comments:____

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

former needs by offering their courses at the schools. Providing workshops, consultants, and locally designed training would best meet the teachers' latter needs. Joining these factors in one single collaboratively planned in-service effort is the ideal way to implement field-based in-service education. However, because the project's planners did not bring the IHE or LEA groups together, field-based teacher education in Mt. Edwards did not take place in this mode. No novel or experimental approaches to in-service teacher education evolved in the project. Teachers' commitment to developing their own in-service did not occur either. These dimensions of field-based teacher education were never discussed by the Teacher Corps staff. With the exception of Knapp, the staff simply acted as a broker, i.e., it set up the in-service delivery structure without influencing the content. Under these circumstances, the IHE and LEA virtually remained unchanged.

THE INTERN PROGRAM

The intern program in the Mt. Edwards project had a very strong community-based component. Not only were the interns to conduct family case studies, but the interns were also supposed to complete the following:

- Compile a booklet of community resources.
- Develop and implement a community-school based project.
- Develop and conduct a series of parent seminars on parenting.
- Develop a multimedia presentation on the case study materials.
- Organize Boy Scout and Girl Scout troops at the two elementary schools.

The interns were also slated to take two graduate courses per quarter, attend the in-service workshops, observe in a series of classrooms at various grade levels, and begin supervised teaching in small groups. The staff arrangement was for the team leaders to monitor these activities and act as a liaison for coordinating and managing interns as a group. Because the intern component had such a strong community base, Callahan housed the team leader in Charles Knapp's trailer office on the Mt. Edwards High School campus.

Team Leader Selection:

There were 15 applicants for the position of team leader. Many of the applicants were screened out quickly because they did not fulfill the basic requirements of a master's degree and 5 years of teaching experience. Though the Teacher Corps staff had hopes that teachers from the project schools would apply, none did. The applicant that was chosen, Linda Dixon, is a graduate of Crawford College's undergraduate and graduate program and a teacher in Chattsworth. Linda Dixon, like Nelson and Knapp, grew up in the vicinity of Chattsworth and Taft County.

The staff, including Dixon, selected four interns from an applicant pool of several hundred--mostly from names circulated by a contracted Teacher Corps service group. Of the four selected, two of the interns, Edna Monroe and Joyce Little, were residents of Mt. Edwards and recent college graduates; the third, Robert Barnes, grew up in a nearby county. The fourth intern, Laura Stroller, was a former resident in an adjacent state.

If the intern component's goal was to provide a vehicle for combining in-service and preservice teacher education in this project, that goal may not have been met. The interns sat in the same room with in-service teachers. At no time did we see an exchange of ideas among the interns and teachers; the interns, given their hectic and demanding schedule, became quickly isolated. By the third month they were depressed and extremely disgruntled. One intern complained, "We were misled; we were not told we'd have this much to do. More demands are being placed on us than anyone else in the project." The nearly complete breakdown of their morale was halted by the team leader who got Callahan to reduce their schedule to more manageable and less demanding proportions.

The isolated nature of the intern component also extended to Crawford College. Because the interns took their college courses in the project schools, they had virtually no collegiate aspect to their graduate program; they did not meet nor interact with other graduate students and, thus, stand to lose a valuable part of their graduate education.

MULTICULTURAL EDUCATION

The Mt. Edwards project did not plan any multicultural activities during the planning year, although the funded proposal clearly stated that

> The school objectives, materials of instruction, evaluation procedures, and resource materials will undergo scrutiny by the faculty to determine their appropriateness for accommodating the multicultural backgrounds of the students.

Confusion over purpose, goals, and definition of multicultural education prevailed among the project participants. Near the end of the planning year, one elementary teacher active in Teacher Corps activities was asked what multicultural education activities or planning took place during the planning year. She remarked;

> This was talked about prior to Teacher Corps but we did not talk about it during this planning year. Last year we attended a workshop but it was never reinforced in the classroom.

When asked what prevented this follow-up, she replied, "Frankly speaking, the attitude of the teachers involved in the classroom. They don't have an adequate concept of what multicultural education is about." Nelson's assessment of the Mt. Edwards teachers was somewhat more specific; he stated that the teachers tend to equate multicultural education with race relations: "They are still on the very first step of awareness."

Callahan's comments are more reflective of the political aspects of multicultural education. Agreeing partly with Nelson, he thinks that multicultural education has the potential of raising issues associated with race relations and could backfire, and if that happened the Teacher Corps program would be blamed. What can be inferred from his comments is a rationale for why the project should not have anything to do with multicultural education. A county school board member stated, "Multicultural education is not a priority with this county."

There are other rationalizations for not implementing multicultural education. As one teacher said, "Why do we need multicultural education?

Mt. Edwards schools are all Black." Several Community Council members stated that same position. One Council member admitted that she did not know what multicultural education was. Another response was, "I don't know what it is, can you tell me more about it?"

Several project participants hoped that the interns would spark interest in multicultural education among the teachers. One teacher remarked before the interns arrived, "It will be interesting to see what the interns do with multicultural education when they get back from their training." At the midpoint of the second year of the project, the interns had not planned or developed any multicultural education activities.

The visits of the program specialist from Teacher Corps Washington prompted a great deal of preparation. After one such visit, a staff person stated that the program specialist did not ask any questions about the project's multicultural component. Although various multicultural education conferences were scheduled in different parts of the country, none of the Mt. Edwards project participants attended. Multicultural education was nonexistent in the Mt. Edwards project.

CONCLUSIONS

The Mt. Edwards project has not, at the conclusion of this study, introduced any new ideas or novel approaches to the problems in Mt. Edwards schools. The project, except for the Community Council, has caused little excitement or enthusiasm among the teachers. As late as June of the planning year some teachers and other participants were still unclear as to the basic purpose of Teacher Corps.

The Mt. Edwards project does, however, capitalize on the untapped energy of the community. The previous community groups (Title I and state-mandated advisory groups) were mostly advisory or approval groups. Acting as an active planning, developing, and implementation group was a new role for many of the Council members. With their own clearly defined budget and the continued leadership of Knapp, the Community Council could be the most lasting element of the Mt. Edwards project.

Crawford College remains as aloof and indifferent to Taft County as it was before Teacher Corps. Despite the dean's remarks about the college's past efforts at collaboration, that collaboration had all been with faculty, other deans, and the LEA superintendent. When the IHE faculty taught a course "out in the county" for the Mt. Edwards project, it was simply a matter of transporting an already existing course to the site; a course's content or its emphasis or structure rarely changed. Field-based teacher education in this respect was not dynamic; it did not address itself to teacher-identified issues or problems. It seems likely that pursuing this type of in-service teacher training may only accidently increase the teachers' classroom, problem-solving abilities.

The project staff's choice to center the planning around teacher interviews and an elaborate needs assessment did very little to encourage face-to-face collaboration at the teacher level. Because the BVEC, Crawford College, and Taft County schools were already physically and racially isolated, the need for genuine face-to-face collaboration was even more urgent.

By the end of the planning year and near the end of the implementation year two of the most pervasive and serious problems facing the Mt. Edwards community were not impacted by the Teacher Corps project: the extreme social and cultural isolation of the students (and teachers), and the students' very poor academic performance. These two problems are constantly talked about by all those concerned with improving the Mt. Edwards schools. Though problems regarding reading and other instructional areas surfaced during the needs assessment, these were addressed in such eloquent education language that they might yet be overlooked in the Mt. Edwards project.

The limitations on accomplishments within the Chattsworth project are only understandable when the full impact of the social conditions of Taft County are understood. Race relations, socio-economic relations and power relations among the White and Black residents of Taft County are not improving rapidly, these relations permeate the schools and ultimately affect all efforts at improving student academic performance. In another area more attuned to improving social conditions such a Teacher Corps program might find ample nurturing and support. However, in the social context of Taft County some of the Teacher Corps program goals seem radical and threatening and thus gained little support from those controlling the schools. The Chattsworth Teacher Corps staff may, over the five years, have more impact than documented here; social change will not come overnight to Taft County or Taft County schools.

GREENSVILLE

GREENSVILLE*

CAST OF CHARACTERS**

Project Staff

Tom Fisher	Project Director
James Weeden	Program Development Specialist
Mary Porter	Community Coordinator
Ann Rogers	Project Documentor
Helen White	Intern
Karen Lewis	Intern
Peggy Jones	Intern
Michael Harper	Intern
Jack Phillips	Team Leader

IHE Staff

Don Banks	Internal Evaluator
Dick Moore	Internal Evaluator
Peter Green	1st Dean
Bruce Sharp	2nd Dean

LEA Staff

Eleanor Hall	1st Principal of Three Lakes Elementary School
Bill Jones	2nd Principal of Three Lakes Elementary School
Robert Watts	Principal of Hoover Junior High School
Joe Gates	Principal of Washington Junior High School
Judith Barron	Principal of Nancy Powell High School
David Daly	Assistant Superintendent
Pete Kelley	Area Superintendent
Bob Sullivan	Area Director
Meyers	Teacher

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* Site of observation (name has been changed).

** Names of people and places have been changed.

THE COMMUNITY SETTING

The Larger Community

Greensville is a large city of over a half a million people. In many ways it typifies the American metropolis. Like most cities of its size, its bureaucracy is well-entrenched and it confronts many of the same problems that beset other large urban communities: poverty, unemployment, budget-balancing, neighborhood desegregation, and racial tensions.

Greensville is also a resort city where swimming, surfing, and fishing can be enjoyed throughout the year; tourists seek relaxation on its miles of beautiful, sandy beaches. But the resort ambience and its accompanying affluence aren't pervasive. Economic and ethnic differences heavily influence the affairs of many smaller communities within the Greensville environs.

The Target Community

One of these, the Teacher Corps target area, is close to Greensville's downtown inner city. Historically, it was a White working class community. During the past decade, however, Blacks have moved into the area in increasing numbers. While the area is now predominantly Black, there are many other ethnic groups in the community. The area consists of two sections. In the larger, there is a good deal of commercial business activity, such as record stores, movie theaters, and supermarkets, but very few multifamily dwellings. Most of the homes are single-family units, but are remarkably well-maintained, considering the limited income of most of the residents. There is little noticeable graffiti or litter. The typical home has between two and three bedrooms and few "For Sale" signs can be seen.

The other section of the target area is located near the edge of the school attendance area and is not as prosperous. Its bleak atmosphere is characterized by old-style government housing projects, with broken windows and graffiti-covered walls. This neighborhood is connected to an affluent

White community by a footbridge that crosses the Three Lakes Canal. While it appears unimposing and is, in fact, a small concrete structure barely four feet wide and fifty feet long, the footbridge is a focal point for much of the bitter racial discord in the community.

The bridge was once barred by locks that prevented residents of one area from walking into the other neighborhood. Twice a day the bridge was unlocked to allow children to pass through on their way to and from school in the White neighborhood. In 1977 after much pressure from the Black community the bridge was permanently "unlocked," and now most of the complaints about the bridge center around the increase in crime and vandalism that have occurred on the affluent side of the bridge since its re-opening. Organized complaints from homeowners often demand the bridge be locked again, thus implying that a criminal element has access to their neighborhood via the bridge. Any newcomer who visits Greensville for a period of time will likely encounter newspaper articles with headlines like "BURGLARY VICTIMS DEMAND PROTECTION," or "NEIGHBORS SEE PROBLEMS OF CRIME, NOT SOLUTIONS." While most of the Whites insist that the open-locked bridge question is solely a crime issue rather than a racial one, the Black community sees the Whites' attempt to close the bridge as racist and inflammatory.

The School System (LEA)

This racial strife is evident in Greensville's schools, as well. The Greensville school system--or local education agency (LEA)--serves nearly a quarter of a million students. It employs nearly 20,000 people and has an annual budget that exceeds $600 million. The school system is divided into five districts. Each is led by an area superintendent and support staff. There are between 50 and 75 schools in each area. Though desegregation was mandated almost a decade ago, most of Greensville's schools still largely represent one ethnic group just as they did before. Today, however, some Greenville citizens have decided that integrated schools may not be such a good thing after all, and that people are better off in their separate groups. An article written by an editorial staff member of the local Black newspaper reflects this view:

> People today are concerned primarily with whether or not their children are learning. They want to be assured that the teachers are competent and that the same variety of courses offered

> in North Greensville are available to children on this side of town. People are now of the opinion that it isn't necessary to sit a Black child next to a White child for learning to take place, but simply give that Black child the same opportunity given that White child and the process will evolve. We are of that opinion too. Nothing great has been accomplished as a result of school integration. Of course, our Black children have been introduced to newer books and modern facilities, but has it not cost us much more in anxiety than we've received in benefits? What Black children need now, as they always have, is quality education and the same opportunities for learning in our schools that their White contemporaries receive in their schools. Anything else is purely secondary.

This lack of faith in school integration is also expressed by the only Black on the seven-member school board. She stated:

> If all schools are good schools, then seeing that they maintain their standard of excellence is most important. We must place the education of our children above a numbers game.

She made this remark after she voted to shift hundreds of Black students from predominantly White schools back to all Black schools, despite objections cited in a report presented to a U.S. District Court judge.

The Institute of Higher Education (IHE)

Greensville's newest university is part of the State University system. It is located miles from the inner city and is thought of as a "commuter college."

Currently, there are two campuses with over 10,000 students. Both are located on beautifully landscaped grounds and have striking architectural features. The students, a complex mix of ages, sexes, and ethnic groups, come from many foreign countries as well as the surrounding area. The academic program offers a wide range of undergraduate and graduate programs. Tuition is reasonable for the medium-income family and the University also offers a special program that provides tutorial assistance to students.

Until recently, the School of Education was run very traditionally. The dean, Dr. Peter Green, saw the school's role as one of providing preservice training for teachers; there was little educational innovation and very little attempt to interact with the public schools. In the last few years, however, faculty and others began pressuring him to bring in more money to the University and to encourage the School of Education to become more "field-oriented," to relate academic theory with actual teaching practice. It was this pressure for innovation and for community in-service staff development that produced the seeds for a Teacher Corps program.

At the same time the School of Education was revamping its teacher training efforts, the Greensville school system was anxious to impact teacher education at the University. Many educators in the LEA had felt that the communication between the University and the school system was poor and that the University had not been responsive to the needs of the community. When the idea of a Teacher Corps program began circulating, both groups felt that it would be in their best interests if the University and the LEA cooperated.

Actually, the Greensville school system had been involved with a Cycle I Teacher Corps program in the mid-60s under the auspices of another IHE. The general consensus, however, was that the program left much to be desired. People recalled that there were bad experiences with the Teacher Corps interns in those days. They had projected an image of being "agents for change,"and comments from those who had been around then made it clear that many school staff members viewed the interns as being a disruptive force in the school system. As a group, the interns were characterized as politically "left-of-center" and as displaying negative behavior: some did not salute the flag, many dressed very casually, sported long hair, and wore beads. However, with the passing of the years Greensville was again more receptive to the idea of a Teacher Corps program. Many people felt that it would help solve some of the racial problems that existed and that it would assure quality education for their children.

GENERATING A PROPOSAL

Laying the Groundwork

While many persons played a role in bringing the Teacher Corps proposal to fruition, three others besides Dean Green helped in the early stages: Dr. Tom Fisher, a professor in the School of Education; Ann Rogers, one of the earliest staff members present at the University and experienced in previous project; and Dr. David Daly, the assistant superintendent in charge of federal and state programs.

Once Dean Green decided to initiate a Teacher Corps project within the School of Education, he chose Dr. Tom Fisher to serve as project director and to write the proposal for the program. Dr. Fisher had had previous experience in writing a proposal for another school district and was pleased with his new assignment. He immediately decided to visit an ongoing Teacher Corps project in the state to speak to the project director and to learn how the project was actually handled and working in the "real" world.

Fisher saw that, as project director, his responsibilities were largely managerial and administrative and would necessitate his overseeing the coordination of the entire project. He would have to provide data to the policy board so that it could formulate policy and he had to document all project information. He was also in charge of the project's budget and had to see to it that the Teacher Corps personnel received proper technical assistance and training. Most important, he had to evaluate the procedures and outcomes of the project as well as of the Teacher Corps staff and personnel.

Greensville's superintendent of schools is perhaps one of the most influential persons in Greensville. Nothing of significance takes place in the school system without his approval and, certainly, Teacher Corps would need his support in order to succeed. Consequently, the first person in the LEA that Dr. Fisher contacted concerning the Teacher Corps project was Dr. David Daly, the assistant superintendent and the superintendent's confidant. Daly was receptive to the idea of the Teacher Corps for a number of reasons. He was already familiar with it since he had been involved with Cycle I. He also felt the Teacher Corps provided an excellent opportunity for the LEA to communicate with the University faculty and would enable the LEA to impact their school of education.

He described his role in the program as follows: "I represent the superintendent in this project when he is unable to be present. We want this program to be successful and I feel I have a role to play in this coming about." He added, however, that he didn't want the project to interfere with the teachers' workday: "They have an ironclad contract and I don't want any trouble from them." He made it clear that the project director was to clear everything through his office.

Fisher was initially faced with several important tasks: writing the proposal; selecting the target schools and staffing the project; and "selling" the idea of the Teacher Corps to the target area, the school system, and to other faculty members.

Selecting the Schools

One of Fisher's first tasks was to select the schools that would participate in the Teacher Corps program. This meant he had to convince the school principals that participating in Teacher Corps was good for their students.

Hoover Junior High School

Tom Fisher had already established a friendship with Dr. Robert Watts, the principal at Hoover Junior High. Fisher asked him if Hoover would become a Teacher Corps target school. Watts reluctantly accepted. A serious man in his early 50s, Watts felt he would have to work to "sell this project to his staff."

Three Lakes Elementary School

Three Lakes Elementary School was the second school to be selected. Both Dr. Fisher and Dr. Daly felt it would be a good addition to the program because its principal, Eleanor Hall, had been a "successful" Teacher

Corps intern during the Cycle I program and was willing to house the project staff in her school. She also felt that as the "educational leader of the school," she wanted her staff "to communicate with each other. I want them to share their expertise with one another. They cannot help the children in this school unless they communicate better with each other." She felt her major challenge was to get her staff talking to one another.

Nancy Powell High School

The third school to be selected was Nancy Powell High School. Besides the fact that its principal, Mrs. Judith Barron, enthusiastically embraced the Teacher Corps concept, Powell was a good choice because it was a "feeder" school. Both Three Lakes Elementary and Hoover Junior High fed students into Powell High School.

Washington Middle School

Near the end of the first year of the project, the project evaluator decided to add another school to the project. Joe Gates, the principal of Washington Middle School, was excited about participating in the Teacher Corps program. While Gates felt that he had to convince his staff to accept the program, he also felt that the Teacher Corps would benefit the children; persuading his staff to accept the program was a challenge that he looked forward to meeting.

Essentially, all four schools were chosen to participate in the Teacher Corps program for several similar reasons: their principals, if not entirely enthusiastic about the program, were receptive to innovation and were willing to participate in order to improve conditions for their pupils. But more important, these four schools exhibited some of the characteristics that the Teacher Corps program was set up expressly to deal with: low performing minority students. In each school an analysis of the results of the last year's Stanford Achievement tests indicated that the median percentile scores for the pupils were all below the county median percentile scores in reading, mathematical computation, and mathematical concepts. And, with the exception of Hoover, which had some semblance of ethnic balance (of its 1,100 students, 60% were Black, 20% White, 18% Hispanic, and 2% Asian), the schools had very little ethnic distribution.

Of Washington's 1,200 students, 90% were Black, 5% were Hispanic, 3% were White, and 2% were Other. At Powell High School, 85% of the 2,000 students were Black, 10% were Hispanic, 3% were White, 1% was Asian and another 1% was Other. At Three Lakes Elementary, 85% of the 900 students were Black, 8% were Hispanic, 5% were White, and 2% were Nubian. Interestingly, the instructional staff at all four target schools are predominantly White. The principals at Three Lakes and Washington Middle School are Black.

Both Hoover Junior High School and Washington Middle School are attempting to deal with disruptive behavior through their School Center for Specialized Instruction (SCSI) program. The program is designed to provide an alternative to external suspension. Students are referred to SCSI by a teacher; an assignment in this Center ranges from 1 to 10 days. Students work independently in the self-contained classrooms on assignments provided by their regular teachers. Students also receive credit for assignments performed while in SCSI. The Center is staffed by one full-time teacher. The general objectives for SCSI are to continue the student's academic tutoring andd academic/social counseling, and to follow up the student's progress after his dismissal from the Center.

Nancy Powell High School also has a SCSI Center. The center is staffed by one full-time teacher who has a background in counseling, and a parent counselor from the community. In an effort to stimulate student awareness and sensitivity to other cultures, an International Club has been established. Students participating in this club receive academic credit. Also, a PRIDE (Professional Resources in Developmental Education) program is in operation and offers counseling in a "rap room" format: a full-time teacher is assigned to the room. Students participating receive social studies credits, and in addition, some students have received training in peer counseling.

Presentation to the Schools

Selling the school staffs on a Teacher Corps was truly a team effort, but because Tom Fisher had first sold the principals on the idea, he had their help in writing the proposal and in persuading their staff. Therefore, the first presentation to the school staff by Tom and the principals emphasized the "we" rather than a "they" aspect of the project. A part of their statements was:

> We would like to assist you in improving your students' test scores. Improving student test scores is the Number 1 priority of this school system; a great deal of pressure has been placed on teachers to improve their students' test scores.
>
> We would like to assist you with your basic skills program.
>
> We would like to provide you with some resources that will reduce disruptive behavior in your classrooms.

Statements of this type created a receptive atmosphere for the new Teacher Corps program.

Presentation to the Community

Fisher used a very similar procedure in selling the target area community on the idea of buying into the new Teacher Corps program. He placed heavy emphasis on "parent involvement" and "parity" of community, university, and school system.

These meetings were held at each target school. Many concerns were aired. Questions such as "How will this program help in my child's learning more?", "Will this program help teachers to be more sensitive to our children's needs?", "Will we really have power to impact our schools if this project comes into being?" were asked consistently.

Initial Reactions to the Program

School Staff

While there was general support at the administrative level in all the target schools, some staff members were not supportive or interested, just curious to see if this program would really offer anything new or different from other programs that had come and gone, leaving behind little or no impact on the way the staff did things. Thus, few teachers were thrilled with the thought of being involved with "another" program; however, most of them were willing to give it a try.

The typical teacher attitude ranged from hopeful to pessimistic: "I really feel Teacher Corps will be able to help us solve our problems here at this school"; "I think it's a waste. Unless they can give me an aide, I don't have time for them"; "They came to our faculty meeting but it didn't concern me so I graded papers while they were talking." Still, most teachers took a wait-and-see attitude toward Teacher Corps.

District Staff

The superintendent of schools, the area superintendent, and their staffs all seemed to be pleased with Teacher Corps and supportive of the program's objectives. The superintendent stated in the early stages of the project that "I support Teacher Corps 100%. This program is good for kids, the school board, and I like it and support it."

The area superintendent of the target community, Peter Kelley, was involved with the proposal as a member of the district writing team. He often used the words "we" and "our" when referring to the Teacher Corps program. He had said, "I really want to see this project succeed and I feel that my total support is necessary for its success." Dr. Robert Sullivan, the area director, was also very much involved with the project at its early stages and helped Fisher get the project started.

IHE Staff

There were two groups in the University's School of Education, those who were involved with Teacher Corps and those who were not. The group that was involved (a few of Tom's close associates) were completely submerged in the program. They were a part of the early thinking, conceptualization, and development of the proposal. (Many of them later became part-time staff members or consultants for the project.) This was the supportive group. They felt that Teacher Corps could provide the University with money and a major outreach program, both desirable goals. The common feeling toward Teacher Corps during the first few months of this program was expressed by one University administrator: "This project has us talking with downtown school officials and that we have never been able to do before."

The second faculty group was not involved in the project at all. They expressed indifference toward the program and judged it harshly. The project director attempted on several occasions to solidify their commitments to the Teacher Corps project, but he was never successful in bringing that about. The majority, during those first few months of this project, were "standoffish," as Tom termed it, and really did not want to be involved with it. They were resentful toward Tom and "his" program and felt that he had cut them out and set up his own private club.

STAFFING THE PROJECT TEAM

After developing the proposal and selling the idea of Teacher Corps to the various groups that it would impact, Fisher's next problem was to staff the project team. Essentially, there were four other project positions that were to be filled: the project documentor's, the community coordinator's, the program development specialist's, and the team leader's. The project interns also had to be selected. Applicants were required to submit their applications, and were to be interviewed before a selected group of representatives from the LEA, from the University, and from the target community.

Project Documentor

Because Ann Rogers had worked with Tom during the last 6 years and had assisted him in writing the project proposal, it was expected that she would be a member of the Teacher Corps staff. The only question was what role she would play. Ann's past job performance was highly rated in the area of general administrative tasks and, thus, it was only natural that she be selected as the project documentor.

In her mid-30s, Ann is very outgoing and verbal. She viewed her role in the project as the person who "keeps it all together and moving." She stated the following:

> This project needs someone to handle the many tasks that need to be done, but people seem to overlook such things as follow-up phone calls, memos, etc. I am dependable to take care of these things and make note that they have been taken care of.

Her job of documentor is comprehensive and includes such tasks as providing administrative assistance to the project, documenting and collecting data, coordinating administrative activities with the other project participants, providing the project with administrative liaison, monitoring budgetary matters along with the project director, and serving as liaison with the project monitors.

Community Coordinator

Mary Porter was selected to be the community coordinator for the project. Though the usual hiring procedure took palce, Mary and Tom Fisher had communicated long before the selection was made. As an administrator in the LEA central office, Mary had written a very supportive letter to Tom in which she had assured him of

> . . . the continuing cooperation and collaboration of our staff as you prepare for funding consideration a Teacher Corps proposal directed toward the resolution of some of the many problems evidenced in our inner-city schools. We are especially pleased that you are addressing a number of problems which we perceive as needing considerable attention just now and probably for some time into the future. . . . In the event that our office can ever be of any assistance to you and your staff, do not hesitate to call us. Best wishes for successful consideration of your proposal and a most productive project.

Mary's letter was one of three from the LEA's central office that were submitted as a part of the proposal to exhibit the superintendent's office support for the Teacher Corps project. Confident and articulate, Mary Porter expresses herself smoothly. She views her role as a guardian of the target community parents' rights in this program:

> We want to help sharpen their decisionmaking skills. Parents around here are so intimidated by the school staff. We have to find out from all concerned how can parents share their wisdom in a more meaningful way in our schools. If I can't be an advocate for parents, then I shouldn't be in this position.

Mary's responsibilities are extensive. She coordinates all parental involvement activities and provides liaison and coordination between parents, target schools, and all appropriate social agencies in the feeder system; she helps facilitate the communication among teachers, principals, the Univeristy, and the Community Council, and links community data and participants to all related in-service training activities. She also assists the Community Council in collecting data and making decisions and conducts school volunteer training, among other things.

In addition to these jobs, Mary was also assigned the responsibility of coordinating the multicultural educational program. This assignment included providing coordination between the Community Council, teachers, the University, and the LEA regarding the multicultural aspects of learning in the feeder schools and providing staff development for Teacher Corps members in the areas of multicultural curriculum/materials development and revision.

Program Development Specialist

James Weeden, the program development specialist, was the first real "outsider" to be selected as a full-time member of this project staff. He too was screened from a long list of applicants, and went through several interviewing sessions with groups that represented the LEA, IHE, and the community. Weeden is in his mid-30s. James views his role as the "front life person" for the project:

> I am the one to show the energy to the schools. My face is the one they see the most. It's been good for me, I've learned a lot. My most success has been with the teachers in the schools. I have really learned to respect the job that teachers and principals are doing in public education.

His responsibilities range from all types of training activities to conducting needs assessement and collecting training and evaluation data.

Team Leader and Interns

The last full-time project staff member to be selected was Jack Phillips, team leader. The position of team leader was advertised locally through the LEA and nationally. The project director, the LEA target area director, four principals, four teachers, four parents, and two IHE staff made up the team leader selection committee. The committee decided that the team leader should have at least 5 years of teaching experience, 3 years of which were in inner-city schools; a master's degree; and experience in supervising educational personnel. Though they felt that bilingual ability was important, it was not necessary. Less than 10 people applied for the job and it was given to Phillips, who taught in one of the target schools.

In his mid-30s, Jack appears to be quite anxious to do a good job in his role as team leader. He views his role as "the one to bring about needed changes." He stated the following when asked to describe his role after being on the job for a few weeks.

> Well, I tell you, I view it more positively than I did 2 weeks ago. I feel I'll be able to do more as a team leader than I first thought. I think I'll be able to bring about some positive changes out at the University. With my help, I think the interns will be able to tell the people out there what the real world is really like in the schools. I see the five of us as an ongoing consultant group to them. I think we have a rich mix of kids in our four target schools and I think we will be able to help the teachers deal with low-income kids from differing backgrounds and yet everyone will maintain their own identity within the system.

The team leader's responsibilities are largely focused on supervising and assisting the intern team and providing liaison with target school principals, teachers, and the project director.

The Teacher Corps internship was advertised through the LEA and IHE internal networks. The project director, the IHE representative, the LEA area director, four principals, four teachers, and four Community Council members made up the intern selection committee.

Before an applicant for intern could be considered, he or she had to meet the following criteria: the applicant must be eligible for state certification; the applicant must possess a 3.0 grade point average (last 2 years of undergraduate work) or have a combined score of 1,000 or better on the Graduate Record Examination; and the applicant must possess bilingual skills and/or previous experience in low-income social services programs.

The applicant response was not very good; only 22 completed applications were received. Only seven of this group were eligible. It was felt that the $150.00 per-week salary may have been the main reason for the low number of applications.

The interns were a diverse group with different backgrounds and experiences.

Helen was the only native of Greensville and was in her mid-20s. Her undergraduate major was Learning Disabilities and Early Childhood Education. She had worked as a teacher's aide before becoming an intern. She viewed her role as being "one of a learner and of assisting teachers in the system to be more humanistic."

Karen was in her early 20s. She received her undergraduate degree in Elementary Education with a specialty in Reading. She had no prior work experience. Karen viewed her role as "learner and someone who brings some new approaches to helping all children be better in school."

Peggy was in her mid-20s, too. Her undergraduate degree was in Early Childhood Education. She also had not had any prior work experience. Peggy viewed her role as "learner."

Michael was in his mid-30s. He received his undergraduate degree in Secondary Education with a specialty in Social Studies. He taught for several years in another country. He viewed his role as "learner and someone that will be able to help school staff to make schools a happier place for all involved."

IHE Internal Evaluators

Dr. Don Banks and Dr. Dick Moore are both in their late 30s. Both are somewhat reserved but are enthusiastic about the Teacher Corps project. Dr. Banks said of his role in this project: "I will be looking at all the qualitative measures in this project. I feel I understand what this program is all about. I have been with it before it was put on paper. Dr. Moore said, "I will focus my efforts on the quantitative evaluation aspects of the project."

START-UP ACTIVITIES

The Community Council Election

The Community Council election stands as one of the major successes of the Project during its first year. There was television coverage, radio announcements, and special programs devoted to the Teacher Corps and its impact on the community. There were TV talk shows, a series of newspaper articles, posters, and over 30,000 flyers that publicized the future project activities as well as the Community Council election. This campaign to enhance the awareness of the community to the new Teacher Corps project was quite effective. Those who were not really interested were aroused enough to ask what this "new" program was all about.

The day before election day, nearly 200 persons turned out for a candidate's night, to meet the candidates and hear campaign talks. The attendees consisted of parents, interested and curious citizens, teachers, administrators from the target schools, and students. Mary Porter, having lived in this area all of her life, was well-informed on what buttons to push in order to get the maximum exposure for her efforts. The last few weeks before the election, Mary spent long hours on the phone and worked in the community drumming up interest in the Community Council election. She was successful in securing the county's permissions in the use of voting machines. "The machines added just the right touch; it made it seem like a real election," Mary once said enthusiastically.

The project staff, the superintendent, the area superintendent and staff, and the dean from the University all were impressed that the Community Council election was such a successful venture. Now they felt it was time to get organized.

The elected council consisted of 15 members, 3 parents from each target school, and 6 other community residents (2 persons representing each school). Their first priority was to elect a chairperson. This was accomplished during the first meeting. The chairperson was Mrs. Ruth Jones, a woman in her mid-40s. She is a low-keyed person who smiles easily and is a classroom teacher at Nancy Powell High School.

As chairperson, Mrs. Jones viewed her role in this way:

> I have to attend a lot of meetings and try to share the views of the Community Council in these meetings. I would like to also help the Community Council members to be more effective in the schools. There is so much potential in this group. What we need is a good consultant who can help us to be more effective in the schools. The raw talent is there, all it needs is . . . a little polishing.

After the Community Council adopted its by-laws, it decided to focus its activities around two Project objectives: (1) increasing parental involvement in each school and (2) reducing disruptive student behavior in the schools. The Project staff established task forces to carry out these objectives.

Establishing a Policy Board

Never before had the LEA and the IHE formally met together over any issue until the Teacher Corps project. Both groups wanted this project to succeed, but because there had never been any contact between them, there was a trust problem. This problem was attacked by both parties phoning each other and discussing almost every problem, no matter how minor. This procedure seemed to work. The representative from the community (Council chairperson) carved out a passive role and agreed with whatever decisions were made by the LEA and IHE representatives. The project director met several times on a one-to-one basis with Dean Green, Dr. Daly, and Mrs. Jones. However, these three major actors had never met together as a group until the first Policy Board meeting. The dean chaired the first session. Election of a chairperson for this body was one of the top agenda items. It was clear that the LEA was making a power play when the assistant superintendent (representing the superintendent at this meeting) recommended that the superintendent be named the chairperson of the Policy Board. Immediately the chairperson of the Community Council seconded the motion and it carried 3 to 0.

Appointing additional members to the Policy Board was the item on the agenda that received the most attention. Once again, the assistant superintendent took the lead. He stated the importance of having all factions of the Teacher Corps project represented on the Policy Board. He then recommended the following persons be added to it; representatives from the teachers' union and the administrators' association, and a student from the target area high school. (Later a representative from the IHE faculty was added.) The chairperson of the Community Council seconded the motion and it passed 3 to 0.

The dean made only one recommendation and that was to add the director of the Teacher Center to the Policy Board. The assistant superintendent rejected his idea because the director of this program had been reassigned. The dean's recommendation did not receive a second. Mrs. Jones, chairperson of the Community Council, did not make any recommendations. At the end of the meeting the assistant superintendent said, "We must now all work together for the good of this project."

The role of the Policy Board is to make all final decisions on the project's operation (within the federal guidelines provided by the Teacher Corps). However, this Board wrestled with its charge all year. It was difficult for Board members to digest all the information that was generated between meetings (once every 2 months). Therefore, they depended on the project director to play a major role in policy formation and decisionmaking. This situation did not seem to help the Board in understanding its role.

Establishing Planning Task Forces

The project director divided the responsibility for carrying out the project planning year objectives among himself and two of his staff members. The program development specialist, Jim Weeden, was assigned to facilitate the planning process for activities that would reduce disruptive behavior, improve teacher skills in assessing individual basic skills achievement and improve the diagnostic/prescriptive teaching skills of regular classroom teachers working with learning disabled children. To execute these responsibilities, Weeden established three task forces: the Disruptive Child Task Force, the Basic Skills Task Force, and the Learning Disabilities Task Force.

Mary Porter, the community coordinator, was told to facilitate the planning activities which would increase parent involvement in the target feeder schools (this evolved into the Parental Involvement Task Force), and which would improve multicultural understanding and teaching skills in multicultural education. This became the Multicultural Understanding Task Force.

Disruptive Children in the School Task Force

There were 13 people who served on the Disruptive Child Task Force committee (4 parents, 4 teachers, 3 administrators, 1 professor, and 1 officer from the Greensville police department). It should be noted that reducing the disruptive behavior of socially maladapted and/or emotionally disturbed students was ranked as the highest priority problem by all those involved in the initial planning of the Project. The problem encountered with the disruptive, socially maladapted child has been described by the superintendent of schools as the "most important problem" that schools are facing in Greensville. This sentiment is echoed by all teachers and administrators in the project schools.

The program development specialist generated the following activities for this group:

(1) Collect and analyze existing data impacting on the target schools to include demographic profiles, critical incidents (both official and unofficial), and categories of disruptive behavior.

(2) Determine the extent of involvement by outside agencies dealing with disruptive children (such as the Department of Health and Rehabilitation Services, Greensville County Department of Human Resources, and local law enforcement agencies).

(3) Determine the extent of resources within the school system that are available to the target schools (alternative education programs, school counselors, teachers, and parents).

(4) Identify other potential task force members.

(5) Complete needs assessment activities of task force and organize data.

(6) Analyze data and develop recommendations for submission to Teacher Corps planning team for input to the second-year proposal addendum.

The task force decided to set a specific objective for Year 2: that was, to reduce by 15% the number of referrals for disruptive and delinquent behavior by improving the ability of teachers, guidance counselors, school administrators, parents, and students to prevent disruptive and delinquent behaviors. The committee recommended two major activities that would address this objective: (1) a workshop on crime prevention for school teams and (2) a program on security issues involving students.

The workshop was planned to last 2 days. The school teams were to be made up of about 10 persons drawn from students, parents, teachers, security police, administrators, health workers, counselors, custodians, and attendance officers. Among the topics covered at the workshops would be trends relating to violence in schools, techniques for protecting school personnel and property, critical steps to follow for serious in-school incidents, small group-intensive discussion, and development of action plans for each school team. It was hoped that workshop participants would take what they learned in the workshops and implement it in their schools.

The program dealing with students and security issues was designed to involve students in the school security process. This program was based on two assumptions: that it is the students who are the victims of most daytime offenses and that students have a right to become active partners in solving problems that directly affect them. This last assumption carries with it the belief that students not only have rights, but more importantly, have obligations to assist in the orderly operation of their schools, including participation in school security functions.

The members of this task force felt that teacher attitudes and behavior toward students must change, and that innovative curriculum may reduce and prevent students' acting out poor behavior.

Basic Skills Task Force

There were 14 people on the Basic Skills Task Force committee (4 parents, 6 teachers, 1 professor, and 3 administrators). During the first year, this group met several times to outline what approach this project should take in attacking the problem of students who score low on the state assessment program for basic skills achievement.

Jim Weeden outlined the following activities for this group:

(1) Collect and analyze data from the target schools that relate basic skills to grade level (i.e., achievement test scores, reading and math and state assessment test scores, Stanford Achievement Test Scores, and other available inventory data).

(2) Organize a needs assessment task force using target school teachers, parents, professors from the IHE, and school system curriculum specialists as resources.

(3) Complete needs assessment activities of task force and organize data.

(4) Analyze data and develop recommendations to submit to the Teacher Corps planning team for input to the second-year proposal addendum.

The data collected by the task force revealed a number of deficiencies in achievement level and a clear need for additional teacher training in the basic skills teaching areas. The task force discovered strong evidence of low pupil self-concept being related to low teacher expectations, especially in the area of providing elementary basic skills in grades 9 through 12.

The IHE, in addition, planned to offer several courses to project teachers that would impvrove their basic skills instruction.

Learning Disabilities Task Force

There were 13 people who signed up for the Learning Disabilities Task Force committee (3 parents, 6 teachers, 1 professor, 3 administrators). This group met several times during the first year.

James Weeden suggested the following activities for this group:

(1) Collect and analyze existing data from the target schools by grade level relative to the diagnostic/prescriptive strategies teachers employ for children demonstrating a wide variety of learning disabilities.

(2) Organize a needs assessment task force using target school teachers, parents, professors from the IHE, and appropriate school system curriculum specialists as resources.

(3) Complete needs assessment activities of task force and organize data.

(4) Analyze data and develop recommendations to submit to the Teacher Corps planning team for input to the second-year proposal addendum.

It soon became evident to the Learning Disabilities Task Force that their focus was too narrowly construed. They recommended that the scope of this objective be broadened to include the full range of exceptional children, including gifted and talented students. This committee issued the following statement:

> The stigma of being an exceptional child and the school climate of separateness that reinforces that stigma will not go away until those children are offered the opportunity to participate in the school's instructional program in the same way as all other children.

This group recommended that an in-service training program be developed that would enabled the general classroom teacher to understand the various exceptionalities prevalent in the project schools. They proposed that a workshop for "Curriculum Development for Mainstreaming the Exceptional Child" be held for project teachers. Among other things, this workshop should provide teachers, both special and regular, with the skills necessary to effectively mainstream exceptional children; it should help update teacher skills in order to enhance the productivity and growth of exceptional children. The School of Education from the IHE and the Greensville school system decided they would jointly provide such a workshop.

Parental Involvement Task Force

There were 23 people on the Parental Involvement Task Force committee (18 parents, 3 teachers, 1 administrator, and 1 professor). This group met several times during the first year.

Mary Porter asked them to consider the following activities:

(1) Collect all existing data on parental involvement in the target schools (PTA, School Advisory Council, community schools, area advisory councils, and volunteer training).

(2) Determine the extent of parental involvement by various cultural groups.

(3) Facilitate the organization and communication functions of the Community Council and assist the Council in determining its membership on other task forces.

(4) Complete needs assessment activities of the task force and organize data.

(5) Analyze data and develop recommendations for Teacher Corps planning team for input to second-year proposal addendum.

This committee developed a parental involvement survey to get a "feel" of how important it was to parents to be involved with their schools. The results of the parents' survey revealed that "parental involvement in school activities is highly desirable as reinforcement of school objectives." The committee concluded from the survey results that parents recognize the importance of their involvement in the schools, but many feel powerless to influence the "really" important decisions that take place in schools.

The committee recommended the following: (a) that parent and resident volunteers should be trained to work within the school and community setting, (b) that small groups of parents should be organized around a common concern, and (c) that problem-solving training should be provided in homes or at community schools. It was hoped that this would help them present their concerns to the principal within a constructive sharing framework and that those who have been trained to become small group leaders could spread the process to the neighborhoods.

Intern Program Planning Task Force

The project director, Tom Fisher, chaired the Intern Program Planning Task Force. There were 10 people on the committee (all 4 project staff, 2 professors, 2 classroom teachers, 1 administrator, and 1 parent). Fisher outlined two major objectives for this group: (1) to assist with the recruitment, screening, and selection of the teacher interns and (2) to assist with development of the intern program. The group decided that every effort would be made to recruit teacher interns that represented the cultural groups in the target school community and that both male and female would be represented. Both objectives were met.

This committee had little input on the content of the intern training program. The IHE played the major role in developing this component. The School of Education's faculty, the School of Health and Social Services, and the Adult Education Division provided the input that led to the training program for interns.

Use of Outside Consultants

The Greensville Teacher Corps project used outside consultants sparingly. In fact, only two such persons were used to any degree.

One consultant was provided by Teacher Corps. He offered site-specific technical assistance on several occasions. The project director described his role as "someone who would be around from time to time helping us with the project in general." This consultant played two roles in the project: meeting with the project staff and meeting with the Policy Board to advise them on implementing their Teacher Corps project. The staff met individually with the consultant to discuss their roles. They were able to air their problems and the consultant was able to make suggestions to help eliminate problems of role clarity. Also, the consultant helped the Policy Board clarify its role. For example, at one Policy Board meeting late in Year 1, a third of the meeting was turned over to the consultant who told the Board:

> I think it's important for you to keep two things in mind as you sit on this Board. Who you are and what you represent. Also, I want you to think about, in your role, what you can do for this program and what this program can do for you. Ask yourself "How can I help this program to be more successful?" Now, I want each of you to put down on a sheet of paper what you can do to help make this program more successful.

After about 10 minutes, the papers were collected and every member's statements were placed on a chalk board and discussed. The main purpose of this exercise was for each board member to share his role as he perceived it with his fellow board members in a nonthreatening environment.

The second project consultant played a somewhat different role. He was not provided by the Teacher Corps and therefore was paid out of the project's budget. His role was to work closely with the project director and to assist him in keeping the program on the "right track." This consultant looked at the project more globally. He was also observed playing two kinds of roles in this project: assisting the project director in developing his management plan and conducting a 2-1/2 day workshop with project staff principals and a few selected IHE staff. The workshop's purpose was to improve communication and collaboration among and between Teacher Corps personnel, to discuss the general outcomes of each objective, and to lead a discussion on each project staff member's assigned.

Though a limited use was made of these outside consultants in this project, they were received well and appeared to have made a good contribution to the project staff in their effort to reduce the level of problems associated with the planning phase of the project.

MULTICULTURAL EDUCATION

Despite the fact that one of the major objectives of the Teacher Corps program was "To improve multicultural understanding and teacher skill in implementing products and/or materials that enhance basic skills achievement for students from multicultural backgrounds," multicultural education took a back seat during the Project.

The community coordinator, who was placed in charge of multicultural education, lacked interest in the program and cited her lack of experience as a major factor:

> Most teachers feel they don't need help with multicultural skills; to admit they need help in this area they feel is to admit they don't know how to deal with all children. I don't have the training in this area and, therefore, I should not be in charge of it. I have told Tom over and over, I don't have the expertise in multicultural education, but either he doesn't hear, or doesn't care, or wants to see me fail or see multicultural education fail. I really don't understand where he is coming from. The one Black professor at the University who knows this area will not work with Tom. I really don't think multicultural education will be very effective if Tom stays on as director of this project. The one consultant [IHE staff] he had working with me all year told me right out front: "I am very uncertain as to what to do in the area of multiculture." I really don't think it's going to get off the ground.

One of the principal reasons for this confusion was the problem of definition. Early on, multicultural education was thought of as being the same as a bilingual program; in fact, the school system throughout the year equated multicultural education with language instruction. By the end of the year, however, most disagreed with this approach (including the project director), though they could not agree on a focus for the program.

Mary Porter had set up a multicultural education task force committee and had asked it to:

(1) Collect all existing multicultural education data for each target school.

(2) Survey multicultural materials available to project schools and determine the extent of their use as well as their potential for enhancing skill development.

(3) Complete needs assessment activities and organize data for input into the second-year proposal addendum.

Composed of target school teachers, professors, Community Council members, parents, and representatives from the LEA's curriculum department, school advisory councils, and PTAs, the 21-member task group did little to help the problem of general confusion about multicultural education. Attendance at the meetings was poor and the task force met only sporadically. It defined multicultural education as "sensitizing" teachers to the needs of the children they taught, rather than focusing on concrete curriculum proposals. The group felt that, if the behaviors of teachers would change to become more positive, this would be reflected in more positive behavior among students. The coordinator expressed her support for this idea, saying that, "We don't want to produce another curriculum guide and give teachers materials that will not be used. We want to change the teachers' behavior and attitude." The committee agreed: "Once we get these people 'sensitized,' then we should have a program to keep them this way." One member said, "We must provide these teachers with an effective experience in order for them to be more humanistic in their dealings with children," and expressed the idea of an "immersion laboratory" that would provide participants with the opportunity to work through a new experience that would engender a high level of mutual understanding and camaraderie. This type of dialogue among the task force members yielded no concrete plans for programs or for other classroom activities.

The Project struggled with multicultural education during Year 1. Unfortunately, the IHE offered no multicultural courses at that time. The task force members and the community coordinator felt unsupported, lacked guidance and felt frustrated by the lack of commitment shown by either the IHE or LEA. Therefore, it was no surprise that Year 1 of the Greensville Teacher Corps project saw little success in multicultural education.

YEAR ONE OF THE PROJECT

Unrest and Dissension

During the Project's first year, several events occurred that impacted on the Teacher Corps program. Dr. Green, who had been instrumental in setting up the program, resigned as Dean of the School of Education at the IHE. He was replaced by Dr. Bruce Sharp, a man who had held a similar position at another university. The change in deans meant reorienting, re-explaining, and reassessing the goals of Teacher Corps. The new dean also had definite ideas about the staffing on the project.

A second set of events occurred as Teacher Corps made its entry into the University. This coincided with the height of Black faculty unrest. A Black faculty group circulated a written report claiming that the University practiced institutional racism. They charged the University with using dual standards for awarding tenure and promotions; the group's statement outlined how White university officials denied these benefits to Blacks, even though they were often better qualified than their White colleagues. Among other things, the Black faculty charged that (in the year before Teacher Corps) more than 65% of the academic departments in the University had no Black faculty members and that the College of Arts and Sciences (with more than 120 faculty positions) had only two Blacks. They also charged that the University had a history of awarding Blacks the lowest starting salaries, the smallest pay raises, and little or no merit pay increases.

A Black faculty member in the School of Education, in particular, saw himself in a powerless position as he described his frustrations:

> Just to tell you how much power we have, let me share one example of our powerlessness. Last year there were two Black faculty members up for promotion and one for tenure. They were judged by an all-White promotion and tenure committee. Needless to say in that setting, we came out zero for three. They all were turned down. By the way, we are suing the University for its discriminatory practices.

When Dean Green left the School of Education, the Black faculty had two Black candidates suggested to the search committees as likely replacements. However, neither of them was selected.

The local newspaper focused on the issue with an article headlined, "BLACK FACULTY LOSES DEAN FIGHT." The University's official students' newspaper also carried a big front page article entitled, "BLACK FACULTY CLAIM RACIAL BIAS IN HIRING." Both of these articles centered around the controversial appointment of the new dean, Bruce Sharp. The Black faculty charged that Sharp had applied for the job too late and by telephone. They also claimed that the University showed preferential treatment by even considering him. The Black Faculty Employees' Association president was quoted in the newspaper as saying:

> This [appointment of the new dean] was an opportunity to follow through with some affirmative action. We are kind of disappointed that, in spite of all the irregularities that the administration has been guilty of, it would still follow through with this.

This was the charged atmosphere in which Sharp began his new job as Dean of the School of Education and Chief IHE participant in the Teacher Corps Program. From the start, however, Sharp made clear his commitment to the program. He stressed that he wanted collaboration on all fronts:

> I have met face to face with the superintendent [of schools] on several occasions. I think he is a great fellow and a fine educator. He personally introduced me to his Board and gave strong support to this Institution and said some kind things about me on TV. I think we are going to work well together. We want Teacher Corps to become a laboratory to produce institutionalized preservice and in-service here in our Urban Teacher Education Program.

He went on to say he had also met with the president of the teachers' union:

> I feel the teachers' union leadership is supportive of this program. The potential power of this program is tremendous and I plan to use it. I plan to use Teacher Corps to help place urban education on the front burner out here. This University is not committed to urban education yet but they will be. My Teacher Education program will focus on the urban areas. We will focus on two areas in our teacher training, urban and multicultural education. I plan to use Teacher Corps to help me

> pull this off; I also plan to push the state levels for assistance in these two areas. I also plan to use Teacher Corps to help me get the most of my Teacher Education program off the ground. I will reward faculty for working in the Teacher Corps program.

A Black faculty member of the School of Education also held strong views on the project:

> One thing you may not appreciate and that is how much the one million dollars brought in by the Teacher Corps project meant to us out at the University. Can you imagine how thrilled we, the members of the Black faculty, were when we heard this much money would be available to our kids? As you know, those project schools are 90 percent Black. Our excitement was soon erased when we discovered that the Black faculty out here would be completely left out of the Teacher Corps. This program was to be run by Whites with little or no input from Blacks. All rewards, such as traveling to meetings, etc., and all the money for teaching classes or putting on workshops would go to Whites only. We were angry--no, I take that back. We were livid! However, we think we see a positive change since the new dean. However, the jury is still out on Dr. Sharp as far as we are concerned.

He also had harsh criticism of Tom Fisher and one of the project evaluators:

> Tom and James [Weeden] never made themselves available to anyone out here. They had their little private White club called Teacher Corps and the rest of us never had any contact with them. Tom only had White faculty to teach courses and be consultants for Teacher Corps. Therefore, we never knew what was really going on until late last year when Dr. Sharp came on board.

At the conclusion of our talk, this faculty member said that he was certain that these views were representative of the rest of the Black faculty. Later interviews with other Black faculty members confirmed this opinion, though not expressed as strongly. Other faculty members were just as critical of the Teacher Corps project for the same reasons expressed here.

Dean Sharp apparently shared some of their concerns on this point and in a meeting he voiced a similar criticism of the project director:

> My real concern is with the management of this project. I have set up a committee to look at every aspect of the program. I want a complete review of everything. There are some things that I see that I don't like. There are seven people from the University working in this program this summer. They are all White. We can't have this. I don't see enough multiculture emphasis. Communication must improve between Tom and the rest of the faculty out here. I plan to make some management changes and I plan to move with dispatch. Tom has had some serious problems with Mary and other members of his staff. I want to look into that. We must improve the collaboration efforts on all fronts.

Events at the IHE such as these culminated in the public release of a position paper written by the Black Employees Association Faculty groups. Dean Sharp in an effort at being responsive to the position paper held discussions with his Black faculty in the School of Education. As a result of hearing grievances expressed about the Teacher Corps Project, he organized and appointed a "fact-finding" committee (The ADHOC Committee for the Evaluation and Development of the Teacher Corps Project) to look into the issues surrounding the Teacher Corps project.

Actually, the morale of the project staff had already begun to suffer early in Year 1 as the issues surfaced in staff meetings. During one of the Project staff meetings, the concerns expressed by the community coordinator and the project documentor erupted. The feelings that were expressed during this meeting surfaced with a great deal of emotion. Both staff members accused the director of being insensitive to staff feelings, of not being around the office or in the LEA often enough to know when problems occur; Fisher was criticized for not being visible enough at the IHE, and not being aware of the Policy Board's thinking on key issues. The director then accused the project documentor of often speaking before thinking and of having a hidden agenda on most issues.

Even before these feelings were aired, the project director was concerned:

> My staff is split right down the middle, males versus females. Ann and James are not speaking to each other. Mary has been a big disappointment to all of us. This situation is getting in the way of our effectiveness in the schools. I have had to relieve Ann of her poistion as project documentor because she is not getting the job done and Mary has not lived up to her promise to me to get her administrative credential this year.

> Mary is just not doing the job in the community that I hoped she would be able to do. She will not talk to anyone downtown. This has put me in the position of spending a lot of my time doing things that she should be doing. I cannot and will not operate with people who refuse to do their jobs.

At this point it appeared that the project director viewed the conflict strictly as one of professional incompetence. It was later revealed, however, that the two women involved viewed the same situation as a classic case of sexism and that the director was using their "incompetence" to cover his inability to lead the project effectively.

It was probably inevitable that, with this much rancor and dissension among its members, the project team staff and any programmatic efforts would collapse. During the next few weeks after Dean Sharp completed his review of the project, the following events occurred:

(1) The community coordinator, Mary Porter, and the project documentor, Ann Rogers, left the project.

(2) The Dean's "fact finding committee" found the project "in need of help in several areas," among which were better communication and management.

(3) The project director, Tom Fisher, and the Program Development Specialist, Jack Weeden, both resigned.

Project Advocates

In spite of the problems centered around the project staff, the Teacher Corps program still had a number of strong advocates who supported it wholeheartedly. Dean Sharp, though he had concerns with the project's staff, was extremely enthusiastic about it. So was Dr. Don Banks, one of the project evaluators. He and Tom Fisher were friends and had spent many hours discussing and planning how to write the proposal for the Teacher Corps project before a word had ever been placed on paper. Throughout the first year of the project, Tom phoned or met with Don numerous times to share his problems, concerns, and successes. When talking to fellow professors, Banks often pointed out how the new program had brought more positive visibility to the University:

> Even though this is a major urban university, this is the first out reach program this University has ever had. This project brings a sizeable sum to the School of Education and it will offset the salaries of a number of faculty members. This

> project will give the professors the opportunity to write, publish, and travel.

There were also strong advocates of the program at the LEA, as well, including the superintendent of schools and his assistant, Dr. David Daly. Daly shared his feelings about the Teacher Corps program very openly:

> I've seen some positive things happen between my office and the University since Teacher Corps. We each had our way of handling things, now we do a number of things together. We called each other on the phone and talked. We didn't used to do that. There is no question that this project is responsible for our better communication with the University. They are now being more sensitive to the real world because of this project. They now know there are many cultures out there. They now know there are some low-income folks out there too, and all those kinds of people must be dealt with at their institution. I think that new dean out there is great. He comes over here to meet with us, shares his thinking on things, and asks us what we think. Now that's really new.

Bob Sullivan, the area director, has also grown to be an advocate of the Teacher Corps program. He had been exposed more than any other LEA staff member to the everyday operation of the program. He attended many meetings and spent many hours with Tom Fisher discussing the pros and cons of the program. Sullivan is responsible for 23 of the 70 schools in one of the areas of Greensville's school system. The four Teacher Corps target schools are in his area. He states often to groups that "We support the goals of this program. We think that they are right on target."

Bill Jones, who replaced Eleanor Hall as principal of Three Lakes Elementary, shares his positive feelings toward Teacher Corps with his staff and the parents. On many occasions he has said, "I feel the Teacher Corps program is good for us. I am so pleased to be a part of it."

Joe Gates, the principal at Washington Junior High, also expressed his optimism about the Teacher Corps program: "This is an outstanding program and can help us here at Washington a great deal."

Teachers were often supportive of the program, as well. Mrs. Meyers expressed her feelings this way:

> I sit on one of the task force committees and I am a teacher who is committed to the same goals that Teacher Corps has outlined. I know this program can do so much for this school and we have well-behaved students here, except for a few. They cause some real problems around here. I am a new teacher here and I got involved with Teacher Corps because I hoped they would be able to change this school for the better. Some of the teachers here will not put out for the students, all they want is to be transferred out of this inner-city school to one that is middleclass and White. So they put in their 9:00 to 3:30 and that's it.

Even some of the students expressed support of the Teacher Corps:

> I hope they [Teacher Corps] can stop some of the fights here at this school. There are too many fights here, especially between the Whites and Blacks. The principals and teachers can't seem to stop them.

It was perhaps this ground swell of positive support for Teacher Corps which helped the project survive past the planning year and the divisive human relations issues which plagued the staff.

SUMMER ACTIVITIES

Classes Offered at the IHE

During the summer (after Year 1) there were several graduate-level courses offered by the IHE at the target high school. Additionally, Teacher Corps paid the tuition for employed teachers or offered stipends ($100 per week) to teachers unemployed during the summer in the Teacher Corps project schools. Teachers were told that completion of these courses would enable them to fulfill requirements for certification or redirection, or that the courses would apply toward a master's degree at the IHE. The six courses that were offered focused on teaching diagnostic, remedial, and secondary school, and on diagnostic and prescriptive teaching methods.

Interns in the Community

The interns were scheduled "to be in the community" during the summer. However, because of the almost complete turnover in project staff, very few plans materialized for the "in-community" intern component.

The former community coordinator had sent a letter late in the spring to 21 community agencies that stated in part:

> The teacher/interns will come aboard around June 1, 1979. As a part of our intern/teacher activities during the 2-year implementation period, we would like to develop a bank of community agencies that would be willing to provide supervised experience for teacher/interns in exchange for several hours per week of volunteer services by said interns/teachers. Teacher Corps National has always advocated a high level of community involvement for all of its interns/teachers. This priority still exists, both nationally and locally. We plan for our interns/teachers to have in-depth experience in this community. It was with this thought in mind that we selected your agency as a potential placement site for our interns. If you are willing to consider permitting teacher/interns such experience through your program, please contact me in order that we might together plan for involvement of your agency.

The response from the agencies was good. However, because the community coordinator left the program shortly after writing this letter and because her replacement was not hired for several months afterward, there was little follow-up and the interns' community experience for the summer was almost zero.

PROGRAM IMPLEMENTATION

In-Service Workshops in the Project Schools

There were two Teacher Corps in-service training activities during the first half of Year 2. The first activity was a "test-besting" workshop that was designed to help parents and teachers instruct students on the cognitive technical and emotional aspects of test-taking. This workshop preceded the statewide testing program by 3 weeks. It was well-attended by parents, teachers, and school administrators.

The second in-service training activity was called PATL (Positive Attitude Toward Learning). This workshop was thought to be quite helpful to teachers. Its goal was to improve teachers' management skills in the classroom and improve students' self-concept.

The Intern Program

During Year 1 interns had planned to observe the teaching and learning processes in regular classes and to receive helpful feedback from teachers. In Year 2 their goal is to get into the actual teaching act. They would also like to provide school principals and classroom teachers with a better understanding of the cultural and socioeconomic background of the children they serve. They also want to develop a parents' communication network by means of a newsletter. Finally, they want to assist faculty members who are responsible for student activites such as clubs, student councils, and similar extracurricular activities.

Throughout the 2-year preservice training program, interns will be involved in a variety of training experiences that are planned to address the following three components of the project: the community-based training, and the formal academic training. The interrelationship of these three components afforded integration of training activities.

The Internship

During the first year of the training program, interns will spend approximately 50% of the school day in internship experiences that center around developing a repertoire of observation skills, techniques, and tools. In addition, individual and small group laboratory-based instruction will occur.

The intensive systematic observation training program has a three-fold purpose. One purpose is to develop competencies in the use of observational systems related to structures, processes, and behaviors that make a difference in the school organization, the classroom, and the community. The second purpose requires the interns to observe a variety of teaching styles, classroom environments, learning resources, and grouping patterns. The third purpose is to expose the interns to several school sites, as well as to settings other than educational institutions.

The Community-Based Training

Community-based educational experiences will consume approximately 20% of the interns' time. It is intended that the community-based component will increase the abilities of interns to utilize community resources in the instructional process. Training consists of formal coursework and community involvement experiences.

Interns will study the local community and acquire an understanding of its social, economic, political, religious, and multicultural characteristics. Interns will assist in developing a community resource bank that is readily accessible for use in delivering instruction. During the interns' study of the local community, the community/school concept will be explored.

Interns are engaged in studying other agencies to determine the services that they provide and how the services could be used for instructional purposes. Interns will devise a plan for involving a community agency on a regular basis throughout the first year of the project.

Community-based education was integrated into activities of the other program components. In addition, community coordination, cooperation, and collaboration aspects will be examined.

In addition, the interns will take the formal course work to obtain a Master of Science degree in Education with a major in Elementary Education. The courses ranged from curriculum design for child education to analysis and application of educational research.

CONCLUSIONS

The Greensville Teacher Corps project may best be described as a "survivor." First of all, it survived an incredible turnover rate. During Year 1 this project lost the dean at the IHE, two of its three target area principals, its LEA liaison administrator, its project documentor, its community coordinator, its program development specialist, and its project director. In spite of personnel conflicts, planning revisions and other setbacks, the project is still functioning after its first 18 months of existence. This is just short of unbelievable.

The footbridge that divides two areas within the target community, one affluent and one not, in many ways typifies the divisiveness that this project has faced both at the project staff level and at the IHE level. The project staff was divided along sex lines (male versus female), and the IHE was divided along race lines (Black versus White). Just as the "bridge" caused much open conflict in the community, these sex- and race-based conflicts caused continual unrest within the Greensville Teacher Corps project.

The concept of a planning year was a difficult one for many of the Greensville project's participants to internalize. The desire "to do" and not to "talk about doing" was expressed often, especially by teachers in the target schools.

Collaboration and multicultural education had mixed success within this project. Put simply, collaboration succeeded and multicultural education did not. Collaboration between the LEA and IHE had not, for all practical purposes, existed before the Teacher Corps project. Now, after 18 months, it is very much in evidence. Another positive implementation feature was that the community participated in a successful Community Council election that heavily involved the LEA and the IHE. Communication mechanisms have been established between the institutions and are functioning.

Multicultural education was a "disaster area" within the Greensville project. Everything that could go wrong in the area of multicultural education did in fact go wrong. There was never a clear definition of multicultural education, and as late as the end of Year 1, project participants were still asking, "Who's in charge of multicultural education?" The staff member assigned this responsibility made it clear repeatedly that she did not have the skills to lead in this area, she did not have a well-defined budget, and she lacked confidence in the consultant who was to assist her. If in fact a good multicultural education program contains elements of re-educating for pluralism, requires restructuring the curricula and developing instructional materials, and involves providing cultural experiences for students to enhance the school-human experience, then the Greensville project simply struck out on all counts. In short, there were very few, if any, products to show after Year 1 of planning for multicultural education.

However, a casual observer today of the Greensville project may not be aware that the team leader and interns are now the "senior" staff. This program has survived some difficult times during its first year and a half. A great deal of commitment to the goals of Teacher Corps on the part of many former project participants and the excellent staff selected after the planning year may be the key reasons to this survival. Their efforts certainly seem to have paid off.

MARTINSVILLE

MARTINSVILLE*

CAST OF CHARACTERS**

IHE/LEA Staff

Paul Brown	Project Director, professor-GSU
Fred Gates	Associate Project Director, adjunct faculty-GSU
Joanne Jencks	Community Coordinator, resident of Martinsville
Alice Randolph	Program Development, adjunct faculty, GSU
Richard Cole	GSU Faculty Specialist
Robert Farmer	Associate Dean for Research-GSU

Community Council

Carole Young	Community Council Chairperson

LEA

Bill Jencks	Principal, Martinsville High School
Jonathan Helmes	Superintendent, Martinsville School District
Edward York	Principal, Encinal Elementary School
Richard Trujillo	Bilingual Program Director
Ton Kirkmann	BOCES Director

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* Site of observation:
(data collection and site visits ended earlier in the Martinsville project, thus some difference in presentation may be noted)

** Names of people and places have been changed.

THE SETTING

Greensburg State University (GSU) is a large land grant university that was founded in 1870. GSU has a strong reputation for its high-quality outreach and extension work in agriculture, especially in the surrounding rural areas. It is a multifacited university offering a variety of undergraduate programs and numerous graduate degrees in most of the academic areas. Its enrollment at the time the Teacher Corps project began was 17,300. The college of Professional Studies houses the Department of Education in which the Teacher Corps project is located.

The Department of Education's teacher training program is best known for preparing teachers for rural schools; many of their graduates are eventually placed in small rural areas throughout the state. The Department's emphasis is on the certificate program for the teaching of grades 7-12. Teacher preparation specialties can be obtained in biological sciences, chemistry, conversation education, geology, english, foreign languages, industrial arts, mathematics, physics, social studies, and speech. The elementary certificate program, which is small, offers programs in the arts, music and physical education. For the past 9 years the department has housed the Migrant Education Mobile Unit, which offered field-based in-service training and support of teachers who teach migrant children. The original impetus for developing a Teacher Corps proposal emerged through the efforts of Dean Robert Farmer who encouraged the faculty to give serious consideration to applying for a Teacher Corps project.

For the surrounding city of Greensburg, the university is its largest enterprise. The Greensburg area surrounding the campus has the typical ambience of a small college town. The main campus is within walking distance of the small downtown area, which has an abudance of restaurants, bookstores, small shops, and beer taverns. The city has been expanding into the south end where new homes and shopping centers are being constructed. Although Greensburg's population is nearly 50,000, the city is dominated by the presence of the university.

Martinsville

Forty-seven miles south of Greensburg is the town of Martinsville. Martinsville's population of 5,000 is primarily involved in farming. Light industry is just beginning to settle in the Martinsville environs and has created some non-farming jobs--especially for the Mexican American residents. After the marked exit from the freeway, Martinsville is still almost 10 miles into the interior of the countryside. There is nothing spectacular about the overall appearance of Martinsville. The main street business area runs about 4 blocks and is composed of a collection of restaurants, bars, a large automobile dealership, a supermarket, a small movie theater, and assorted other commercial buildings. On our first visit to Martinsville almost every business store front had banners, painted windows, or signs saying, "Go Rams!" One of Martinsville's favorite pastimes was about to take place that weekend--the high school football game.

Pickup trucks dominate the scene in Martinsville; the drivers in farmers' garb are in town mostly to shop for staples or visit one of the several bars in town. The large Mexican American population (35 to 40%) is reflected by occasional Spanish signs and several Mexican eating establishments. Off Main Street are modest, small, mostly woodframe houses with neat green lawns and flower beds. Near the northeast section of town is the Mexican American area; it is conspiciously poor, houses are smaller and in need of repair and streets are more likely to be unpaved. There is also a conspicuous absence of large, stately mansions that are often reflective of local wealth. The largest homes are located toward the south end of town toward Capital City. They are typical, recently built tract homes with three to four bedrooms. Local residents are somewhat proud that the town is expanding. We were told that, because of school desegregation and inflated housing costs, many families were relocating in Martinsville and commuting the 27 miles to Capital City.

Near the high school is the Martinsville police station. The small brick building has become a symbol of conflict between White Martinsville and Mexican American Martinsville. A series of articles written in a nearby town's newspaper referred to Martinsville as a violent town, "A Town in Trouble." The town was severely critized for the deplorable relationship between its police force and the Mexican American population. At the time we visited Martinsville in late fall, five Mexican American men had recently been shot to death by local policemen. Before Christmas the police chief's car was demolished with a stick of dynamite. The tense atmosphere was filled with charges of racism. Volatile gatherings of Mexican Americans were often rousted from a popular bar and pool hall. The owner had been cited for violations and the police were actively trying to close the bar down. This only inflamed the the situation further by adding charges of harassement and racism. Amazingly, Martinsville had just elected its first Mexican American mayor and fired its fourth police chief when we were introduced to the town. The mayor had run unopposed. It appears as though White residents are somewhat resentful of the large numbers of Mexican American families choosing to settle permanently in Martinsville. However, there is a small segment of the Mexican American population who are long-time residents and who are well-integrated into the economic and social life of Martinsville. The mayor of Martinsville comes from such a family.

The modernization of Martinsville began several years ago when light industry came to the town and employment opportunities increased. The simultaneous discovery of oil in the Martinsville area also influenced social relations. Some Martinsville farmers who have oil rigs pumping on their property have cut back on farming, thus reducing the need for farm labor, and forcing the Mexican Americans to turn to other sources of income. The present volatile social situation could almost have been predicted--Martinsville was rushed into the 1980s with few mechanisms for handling the rapid change taking place around it.

The Local Education Agency (LEA): The Schools

The Martinsville schools have often been the focal point of the town's poor human relations. In 1971 a bomb blasted police, culminating a series of skirmishes between police and field workers at the migrant workers' campgrounds. By 1973 the conflict moved into the schools when student riots broke out. In June of that year the high school was also bombed with dynamite. Martinsville's new Superintendent, William Jones, speaks with assuredness that Mexican American-White relations have improved dramatically since. He points to the bilingual program and the appointment of several Mexican American teachers as evidence that steps have been taken to ameliorate the situation. There is a strong teacher group in the Martinsville school that publically supports the bilingual program and presses for various types of reform throughout the schools.

The Martinsville public schools consist of one elementary school, one middle school, and a high school. Because of the impact of oil exploration and development in Martinsville, its school bubget is remarkably solvent, the budget increased 10 times in the past few years. The building housing the middle school was recently renovated and is in excellent condition. Beautiful spacious lawns and tennis and basketball courts lend a park-like atmosphere to the middle school; a new million dollar high school was built a few years ago, thus completing a showcase series of buildings clustered within a five-square block radius.

Encinal Primary School (K-4)

The primary school was completed in 1969. The building, which is in excellent repair, has 29 classrooms, a fully equipped library, two small instructional areas, a general office complex, and a cafeteria. There is a professional staff of 35 teachers plus 28 teacher aides. The bilingual program is housed in the elementary school and into the sixth grade in little more than half of the classrooms. Ricardo Trujillo, the bilingual program director, often spoke of his efforts to get the district to expand the bilingual program beyond the sixth grade and into the high school. He perceives that there is a basic resistance to the bilingual program throughout Martinsville and any effort to expand it would be futile. Some teachers voice resentment over the program because all of the aides are assigned to the bilingual classroom only; they feel that this is an unfair disadvantage for nonbilingual teachers. Edward York, the principal, is often referred to as a staunch supporter of bilingual education. He is well-respected in the district and he, too, feels that expansion of the bilingual program beyond the eighth grade is not likely.

Martinsville Middle School (5-8)

The middle school is in excellent condition. The halls are filled with colorful graphics and bright carpets. The classrooms are bright, sunny, and equipped. The overall appearance is that of a tastefully designed, well-endowed school. The school contains 31 classrooms, 8 small instructional areas, a well-equipped gym, an auditorium, an office complex, cafeteria, shop, library, and music area. The 36 teachers seem satisfied with their working conditions, but some express discontent over the last salary raise and see themselves becoming more agressive during future contract negotiations. Thus, although the district's Mexican American pupil population is more than 40%, there are no organized bilingual programs that can be found beyond the sixth grade.

Martinsville High School (9-12)

The entrance to the one story, rambling building is impressive: large expanses of green lawns and trees set the school back several yards from the road. The entrance is enhanced by bright, sunny hallways connecting large open spaces walled off for the administrative offices, faculty planning areas, student locker areas, and classrooms. The well-designed building is eye pleasing and boasts of more than 106,000 square feet. There are 24 classrooms, a large gym, a music area, and a little theater that seats 250.

One of the newer additions to the building is the community-school library. The library now contains a collection from both groups and is used by both student and adult borrowers. The Superintendent speaks with pride about the merger and considers it a good step in the direction of improving school-community relations.

Another unusual feature of Martinsville high school is the science area that is designed for using computers, closed circuit TV, and video taping systems. Within the science area is a small planetarium. There are 34 faculty members in the high school, several of whom are recently hired Mexican American teachers.

Athletics at Martinsville High School are taken seriously. In a discussion about financing schools in Martinsville, the Superintendent mentioned the high payroll that he has to meet. Part of the reason for the inflated payroll, he explained, is indirectly related to coaching: "I have 33 part-time coaching positions to pay for at the high school...because there is a girls' team and a boys' team, our coaching is doubled."

Martinsville High School offers football, soccer, basketball, swimming, track, volleyball, and several other sports. There are large turnouts by the community for the sports events; rivalries easily start with the surrounding counties. Athletics are clearly the most visible links into the community.

NEEDS OF MARTINSVILLE SCHOOLS

Bilingual Education

It is difficult to believe poverty really exists in Martinsville when one sees such lavish school facilities. Although the excellent physical plants could easily be conceived as Martinsville's commitment to formal education, teachers, Teacher Corps staff, and school administrators often talk about the effects of poverty on formal academic achievement in the schools. Despite the fact that Martinsville's standardized test scores have not been made public, the schools have qualified for Title I assistance, and a Right-to-Read project. With the schools' student population over 40% Mexican American, many of whom came from different backgrounds, bilingual education seems to loom as a top priority need in the Martinsville schools.

As the residency of the Mexican American community has shifted from seasonal to permanent, the schools' emphasis has also shifted from migrant education programs to bilingual education. There is, however, a basic conflict in views over the real purpose of bilingual education. Many White residents in Martinsville openly oppose bilingual education because they see it as special treatment for minority children who they think should be self-reliant and proficient English speakers. Their opposition is described in statements such as, "It doesn't seem right to single people out in special groups. Everybody should be treated the same. Special labels and groups only make the situation worse." Some residents also think bilingual programs run the risk of developing pride in the Spanish culture and language, a situation that may eventually become inimical to the "American way of life."* On the other hand, some teachers and others who support bilingual education see a real need for children from limited English-speaking backgrounds to have intensive language development along with basic skills so as to assure maximum achievement. Some supporters of bilingual education also favor maintaining the cultural aspects of the Mexican American heritage; they cite this component of the program as the bicultural dimension.

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* These views are not unilateral; there are many White families who enroll their children in the bilingual classes for the enriching benefits of having their children become proficient in Spanish. The Superintendent's daughter was constantly pointed to as an example of this level of support. The Superintendent often spoke with pride about his daughter's facility with language as a result of the bilingual program. "However, I'd have a hell of a time selling the idea of expanding the program to the majority of Martinsville's White families," the Superintendent stated.

Thus, the attitudes toward a bilingual program in Martinsville seem riddled with conflict. The holistic approach of blending language maintenance and cultural development is in direct opposition to the view that English language proficiency should be the heart of the bilingual program. The latter fosters the notion that there is no need to expand language maintenance beyond the elementary school for students to be proficient in English. The state department agrees with this veiw. Statewide evaluations of program effectiveness rely almost exclusively on measures of English language proficiency; bilingual program directors are constantly pressured to justify why children remain in the program after reaching certain English proficiency levels.

The bilingual program director, Ricardo Trujillo, was recently hired by the district. Young, agressive, and with strong feelings about bilingual education's cultural dimension, he voiced total frustration about the conflict: "We are actually penalized for being successful in developing English proficiency with students from limited English backgrounds; we lose money." He explained that complicated funding restrictions further confuse the issues: "The K-3 classrooms are state-funded and English proficiency is the main goal in these classrooms; however, bilingualism and Spanish language development are encouraged." State funds primarily pay for the aides and the director's salary. Title VII funds, on the other hand, pay for the preschool program and instructional materials in the fourth, fifth, and sixth grade classrooms. Title VII guidelines permit both bicultural and bilingual activities. The opposing forces of conflicting views often clash over issues of bilingual education in Martinsville schools. Although the needs assessment item, "Extension and Improvement of Bilingual Education," appeared on the form, the primary school faculty rated discipline and behavior problems as significant. These were followed by a desire for assistance in working with the exceptional child. Bilingual education needs were among the lowest ranked.

Working Conditions and In-service Needs

Both the middle school faculty and the high school faculty ranked "a wellstocked workroom for preparing and reviewing materials" as their top priorities. Assistance with discipline, demonstration teaching, and direct classroom assistance were also ranked high by these faculties. The high school faculty felt that a well-developed career education program in the high school was needed. Noting such wide variance in the assessment, the proposal states,

> It became obvious that the Training Complex would have to be highly individualized utilizing a variety of resource people that would probably go beyond the resources of any particular university faculty member.

The intersection of bilingual education needs, teacher-ranked needs, and university capability continued to plague the project throughout its planning year.

START-UP AND PLANNING YEAR

The proposal's development and funding were entirely the products of two energetic members of the Greensburg State University faculty, Paul Brown and Fred Gates. They visited several surrounding school districts before choosing the Martinsville School District as a Teacher Corps target area. Although the town is 47 miles from the university, Brown felt that Teacher Corps could have its greatest impact on Martinsville because of the needs that surfaced during the preliminary visit. Brown also stated that several school districts flatly refused their inquiries because of the "wild stories circulated about the last Teacher Corps project" at another nearby state university. Some superintendents were reluctant to participate in a project that could be potentially conflictual in nature.

Paul Brown, a relatively new faculty member, felt that Teacher Corps was consistent with his own values about equal education opportunities and field based teacher education. Though he was enthusiastic about directing such a project, he was concerned that it might interfere with his chances of obtaining tenure. Some of his decisions seemed to depend on the relationship he developed with Robert Farmer, the Associate Dean for Research. Wanting to encourage faculty research and development, Farmer pointed out the many advantages of having a Teacher Corps grant at GSU. After receiving promises of total support from Farmer, Brown agreed to play a substantial role in the Teacher Corps project. Upon receiving notification of the grant award, the Teacher Corps, Washington Office, wanted Brown as director and Gates as field director because of Brown's faculty appointment. Brown reluctantly agreed and thus became project director.

Fred Gates was an important figure in GSU's Migrant Education Mobile Unit which focused on specialized teacher training for schools heavily populated by migrant farm workers' children. As the need for such training diminished, Fred saw Teacher Corps as a logical replacement and outlet for his years of experience as a field-based teacher trainer. Over the years, Fred had developed a real commitment to bringing culturally relevant teacher techniques to teachers and maintaining both culture and language dimensions in classrooms serving Mexican American children. He grew up in the area and spoke fluent Spanish. Gates and Brown together seemed to be a dynamic pair; the impressive, sensitively written proposal was an extension of their experience, expertise, and commitment to the ideals of preparing teachers to encounter classroom problems associated with low-income schools.

Entrance into Project Schools and Staffing

However, the initial introduction of the project into the schools was beset by a number of problems. Shortly after the opening of school, Gates began visiting the Martinsville schools to start the planning activities as coordinator and liaison person with GSU. Brown, on the other hand, was slated to coordinate the university's activities and saw himself as spending most of his time at GSU. However, Gates' obvious enthusiasm, his intimate knowledge of the local culture, and his definite opinions about field-based teacher training and his "personal style" said Brown, all combined to work against him in the Martinsville schools. "He came on too strong" and "He looked like an advocate of minority rights and bilingual education" were the two most prevalent comments made explaining the lack of enthusiasm that greeted his arrival. The rejection of Gates seems to have been widespread coming not only from teachers and administrators but from the superintendent as well.

This prompted Brown and Gates to reconsider their job descriptions. The compromise reached was that they would switch roles. However, Brown surmised that his total involvement as the liaison staff member would eventually erode his effectiveness at the university. Recognizing this, the Dean, Gates, Brown, and the Superintendent all agreed that a more permanent position should be established for coordinating the Martinsville situation. In addition, the time for electing the Community Council and the establishment of planning groups was quickly approaching.

Supertintendent Helmes suggested that Joanne Jencks should fill the position of community coordinator. The bulk of her job would be to coordinate the council elections and develop the Council's activities. Joanne Jencks was fairly new to Martinsville and was the wife of the high school principal, Bill Jencks, who had been recruited and hired by the Superintendent shortly after his appointment as Superintendent. Joanne was in the last stages of completing her doctoral degree in Science Education. As a former classroom teacher, she knew school curriculum intimately but had no formal experiences with community development work. Her eventual hiring was justified on the grounds that her high level of educational achievement justified giving her a chance at this job. With the hiring of Joanne, the Teacher Corps staff was complete and the Council elections were ready to take place. In addition to Joanne, Brown agreed that the school district's budget could finance long-range consulting by Thomas Kirkmann to work with teachers in developing and revising the district's curriculum.

The BOCES and Martinsville's Curricular Needs

Tom Kirkmann is the director of the Board of Cooperative Education Services (BOCES). BOCES was set up to provide educational services that small districts could not provide individually. Most of BOCES's services have been primarily in the special education area; some other services are speech correction, remedial reading, migrant education, language development, and psychological testing. However, it appears that Superintendent Helmes wanted the Martinsville schools to consolidate and standardize their curricula in all academic areas. Helmes viewed this as his own personal priority for the Martinsville schools and felt that the Teacher Corps project should help with this most important district need. Superintendent Helmes wanted to retain Kirkmann as the district's child consultant for helping to consolidate the school curricula. Brown agreed to Helmes' request for both Joanne Jencks and Tom Kirkmann, thus establishing a pattern of cooperation that was to last throughout the planning year.

Community Council Elections

The first major activity was for Jencks to organize the Community Council elections. At the suggestion of Superintendent Helmes, Jencks organized the election by the same attendance zones used by the district. Nominations were solicited by write-in forms. When asked about trying to get representative members of the community on the council, Jencks stated that she had wanted to send flyers in both Spanish and English, but that the Superintendent vetoed the idea because it might start a precedent.

Jencks prepared an article describing the election and circulated it in the school district's newsletter. Using an enclosed postcard, people mailed in the names of interested candidates. This yielded a roster of candidates that was posted in the next newsletter and in the local newspaper. Eventually, mail out ballots were prepared and sent to every household with children in attendance in Martinsville schools. The election yielded 11 members; the local priest of the Martinsville Catholic Church, one male parent, and 9 female residents and parents. Except for one Mexican-American, the council was all White. This was because Jencks had decided to solicit candidates by attendance zones, and the nominees reflected Martinsville's segregated housing situation.

Jencks became excited and enthusiastic at the potential of the Community Council members. She immediately started out to develop them into a smooth functioning group. Several training sessions were organized including attendance at a weekend seminar on parliamentary procedure. While Jencks encouraged attendance at workshops and short courses, she also helped the Council conduct their own needs assessment to identify the range of possible activities the Council could undertake. By doing so, Jencks quickly became independent of the rest of the Teacher Corps project. She developed into an articulate spokesperson for the Council and an advocate of school-community relations; her leadership was facilitative. She constantly infused the Council with new ideas. By the spring of the year, the Council had completed their planning task and Joanne remarked with some frustration, "We're ahead of everyone else and now we are being held up--the Council is ready to implement their projects." In addition to the workshops, training session and conferences, the Council successfully sponsored the construction of the showplace playground in the poorer section of Martinsville. Their list of priorities/needs reflected the Council's divergent viewpoints. For example, for Year 2 of the project, they elected to explore the following 10 areas of community needs:

(1) Holistic health - The council felt that health maintenance through a health education program was much needed in Martinsville.

(2) Child care - Because Martinsville does not have high-quality child care facilities and more mothers are entering the job market, the Council felt that child care was an important issue in Martinsville.

(3) Community School - The Council wanted to develop a community school in conjunction with the Martinsville schools.

(4) Parental involvement - The Council wanted to increase parental involvement in the schools, particularly the Majestic Downs parents and the Mexican-American parents.

(5) Human development programs - The Council wished to investigate human development programs for Martinsville.

(6) Volunteer training - The Council wanted to provide training for volunteers who work with children.

(7) Communication - The Council felt that the schools' communication models needed to be improved.

(8) Parent education programs - The Council wanted to promote parent education through various programs.

(9) Senior citizen needs - The Council wanted to investigate senior citizens needs to determine what they were and how the community could help their senior citizens.

(10) Cultural experiences - The Council felt that promoting a variety of cultural experiences for children would be beneficial for the community.

Although the Council worked hard at identifying possible activities, they felt that input from more community members was needed. Having virtually no visibility in the town and because the Council participated primarily in planning the members had little tangible evidence to point to or to use as a reasonable explanation of what they were about when they tried to solicit more community input. Their biggest problem at this point was how to get others caught up in the same enthusiasm they experienced during the planning year.

With this in mind, Joanne encouraged the Council to hold an "idea exchange" day. This event, she said, would publicize the planning goals of the Council and ask for community input and reaction. After careful planning, ringing doorbells and numerous phone calls, the committee was able to get a small gathering of other persons to their idea exchange. This meeting seemed to have represented a turning point in the direction and focus of the Council.

At the ideas exchange the notion of the community school sparked the most attention and support. As a result the Council decided to focus most of their energies into the feasibility of developing a community school. Acting rapidly upon their newfound impetus the Council solicited the advice and help of Professor Richard Cole, a specialist in community-based education at GSU. They wanted Professor Cole to advise them on the most efficient way to approach setting up a community school.*

After several meetings which stressed defining the type, structure and focus of the community school, the Council decided on a three-fold strategy:

- Through the university's graduate program in community education, they, with Teacher Corps money partially funded a Mott Foundation Intern who in turn would help lead the effort at establishing a community school most suitable to the needs of Martinsville. The intern eventually hired was a local resident of Martinsville.
- With the help of the intern, the Council organized a community task force on community education. The task force membership of ten persons was composed of three Teacher Corps council members and seven additional community members.
- The task force's first charge was to survey the community for possible organization and content of the community school.

With the help of Professor Cole and the Mott intern the task force surveyed 250 households in Martinsville and reported an overwhelming surge of interest in a community school. The survey also netted some 80 volunteers willing to help establish the school. The task force's report was formally presented to the Community Council, accepted, and slated for implementation on a pilot-basis in the spring.**

The Community Council was convinced by the enthusiasm of community response that it had clearly discovered a real need for Martinsville.

Other spinoffs from the community council's efforts were:

- A senior citizen bus trip to the mountains in response to almost no organized community activities for senior citizens.

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* First-hand accounts confirmed the anticipated success of the community school. It was launched with large numbers of children and adults signing up for classes. Other supportive funds are now being sought for permanent staff.

** The Mott Foundation financed half the cost ($2000) of support for an intern enrolled in a Masters program in community education, with a local agency (in this case, Teacher Corps) financing the other half while the intern contributes service to the local community agency.

- A Fourth of July town celebration - the first for Martinsville.
- A consultant to help construct another playground in the Mexican-American neighborhood utilizing a previously untapped city recreation fund.
- An ethnic dance program highly attended and focused on Mexican-American and Japanese cultural forms.
- A seminar on planning for growth in Martinsville emphasizing municipal funding, controlled growth factors, open space, water services, social services, schools and human relations-involved planning commissions, the Martinsville city fathers board, and a variety of interested citizens.

Joanne at this point felt that the Council learned to work together successfully because she encouraged minimum use of parliamentary procedures and an "open communication system." She felt that the perceived status differences among deans, superintendents, and community people made genuine collaboration difficult. After further reflection she stated, "Rural people have poor images of themselves--they don't see themselves as activators, doers, or agressive. The work on the Council may begin to change this image." Carole Young, the community council chairperson, agreed in Part with Joanne's opinion. Carole stated that the greatest contribution the Council experience gave to her was to help breakdown the perceived barriers of status differences among deans, superintendents, college professors, and community people because she had the most direct interaction with them on the policy board. She felt that the opportunity to travel as the Council representative and meeting a wide variety of people helped her develop a broader view of the world.

Commenting further on the obvious success of the Council, Joanne stated, "I think the greatest benefit of these activities is that the Teacher Corps council is now committed to an idea ... they were never committed before ... they are dedicated to the idea of developing and refining events that bring the Martinsville community together, they are committed to the idea of service to improve all aspects of the community. Carole Young echoed these comments when talking about the Council's success, "they are willing to learn new things ... and they now have confidence that they can lead such efforts and that permits me to work more in the background and not to be the leader on every task ... they are receptive to new ideas whereas before they may have been skeptical." About multicultural education she commented, "I know we didn't do much in that area but the community school now represents a structure. Now that the structure is in place we can probably do something next year."

MULTICULTURAL EDUCATION

As late as June of the planning year Martinsville's Teacher Corps project had produced no multicultural program proposals for the LEA. At this time, teachers who were active in the planning process were having difficulty understanding the concept of equal educational opportunities. A small discussion group of teachers voiced concern that minority groups should not be given preferential or different treatment; they felt that Teacher Corps was ill-conceived because of this focus on equal educational opportunities and low-income schools. These teachers were not aware that Teacher Corps activities were specifically designed to address the teacher education problems linked to low-income students. They wanted graduate classes paid for, and they wanted more teaching materials and better working conditions. In face of these demands, multicultural education was seen as a frill. Some other teachers and administrators equated multicultural education with bilingual education and objected to multicultural education for the same reasons they objected to bilingual programs.

However, at the university Paul Brown used his influence to involve several of his colleagues in various activities related to multicultural education. Using his limited financial resources, Brown enticed a small group of six faculty members into forming a planning group that would produce a position paper on multicultural education for the department to use as a guide for a multicultural component of their teacher education program. Brown agreed to send three faculty members to a conference in return for their position paper and to offer leadership to the department in this area. Several days before their departure, Fred Gates gave them in-service training on the conceptual basis of multicultural education and told them what to expect from the conference. Even during the conference, Gates personally accompanied the group on various cultural activities since the conference was held in a city well known for its multicultural offerings. Brown also agreed to pay summer stipends for literature reviews on multicultural education. He became quite active in supporting the department's response to a request from the National Council on Accreditation of Teacher Education (NCATE) for a multicultural teacher training component.

Brown's biggest contribution occurred when he diverted a part of his budget to help finance the salary of a faculty member trained in multicultural education. The new faculty member, a female, Black Ph.D., was the first faculty member in the department with such credentials.

Alice Randolph's experiential and academic backgrounds were well suited for the Martinsville project. A native of Capital City, her early undergraduate and graduate work was taken at another nearby university. In addition, she had worked and travelled in Latin American countries and was fluent in Spanish. Paul Brown defined her responsibilities in broad terms emphasizing that she was to assist in program planning and development for the Teacher Corps project, assist in the development of a knowledge base for multicultural education, help the department infuse multicultural education into its teacher education program and finally, to assist the Martinsville teachers in introducing multicultural education concepts into their teaching.

Alice Randolph expected that some initial groundwork had been accomplished by the department; however, her first impressions were, "they (GSU faculty) did not have a handle on what is education that is multicultural ... they had a misconception that multicultural education was only for minorities or for those who worked with minorities." Thus, she felt that her first task was to communicate to the faculty a clear and correct concept of multicultural education. At a faculty retreat held shortly after her arrival she was a featured resource person; she took this opportunity to begin her work with the faculty.

"The faculty wanted me to come to their classes and give guest lectures ... they were not confident that they could do it themselves." In response, Alice organized reading packets that both faculty and students could use; in addition, she developed modular learning units that could also be easily incorporated into the introductory education course required for all teacher education students. Her services to individual faculty members became limited to "meeting with them before class to go over what I would do and what they should do ... I wanted them to read and interpret the literature and incorporate this into their lectures ... a number of faculty members found this to be overwhelming." Placed in such a role, Alice Randolph ran the risk of being threatening.

Commenting on this another faculty member stated that "eventually some faculty members began to doubt her credibility." It was later learned that Randolph's effectiveness in this role may have been hampered by her nontenure track, "special " appointment as well as the messages she was sent to deliver.

When asked about her influence she stated that the accreditation package for the NCATE teacher education program did contain a modest multicultural component but she was not very influential in the write-up of this section. She thinks her lasting influence is that the introductory education course now contains a permanent section on multicultural education that can be taught with a modular learning unit and an accompanying multimedia packet, or the professors may use a content guide to develop their own approach. Randolph feels confident that this multicultural dimension will be utilized in teaching the introductory course.

In Martinsville, Randolph realized that teacher resistance to multicultural education had to be bypassed if anything was going to be accomplished. On this issue she commented, "I disagreed with the approach of having my name listed with a course offering. Instead I recommended that independent study packets should be developed and made available to teachers wishing to do independent study on multicultural education ... however, we never said that we were going to do multicultural education."

Using an individual, one-to-one strategy Randolph was able to convince a few teachers in each school to enroll for independent study and receive either graduate credit or credits for recertification. Through this approach she got to know the teachers' more immediate instructional needs and was able to help them skillfully interweave multicultural education context into their instructional formats. A total of thirteen teachers across each building signed up for Randolph's assistance. Through this approach the project was able to point to at least a modest accomplishment in the multicultural area.

PLANNING GROUPS

The planning structure in the Martinsville project was a complicated venture from its inception. Paul Brown, in his attempt to avoid overt conflict and to involve as many factions and role groups as possible, created or supported eight distinct planning groups:

- A Community Council - Essentially, the Council was structured by guide lines in the Teacher Corps Rules and Regulations, they were charged to plan school-community activities.
- A Teacher Advisory Board - The board consisted of teacher representatives elected from each of the three schools, they were asked to help plan teacher-initiated inservice activities.
- Building level planning groups - Three groups for each separate building, relied on volunteers and elected members to plan inservice activities.
- Administrators group - To plan administrative activities and inservice for administrators.
- IHE steering group - Was composed of the Dean, Elementary Education Department Chairperson, Associate Dean of Research, Assistant to the Dean, and Brown and Gates on a regular basis. They reviewed Teacher Corps activities to keep informed and offer advice to Paul Brown.
- Policy Board - The Board was expanded to include a teacher representative and an administration representative.

Brown orchestrated the structure and workings of these groups by attending their meetings at various intervals. At these times he encouraged bringing original and new ideas to the instructional problems in Martinsville schools. His own liberal views were often brought to fruition through these groups. He allowed each group some small part of the budget for their various activities.

IN-SERVICE OFFERINGS

As the fall school term approached, Brown "cashed in" on all of his activities at the university. With the input from the teacher planning groups he began planning the in-service offerings for the fall. Several courses were offered along with opportunities for attendance at workshops, conferences and the independent studies offered by Randolph. In addition, Brown persuaded a group of faculty members to act as consultants on call for teachers needing help with specific problems not covered by the course offerings. The resulting in-service was a wide array of content area reflective of the wide variance in the teachers' expressed needs. Prior to this, Brown was able to get the Martinsville board to approve of reimbursement for the cost of graduate credits that could be earned through Teacher Corps in-service offering. This agreement culminated a long debate and stand off between the superintendent and the teachers. The board's decision to pay up to two-thirds of the tuition cost was most likely an important factor in the teachers' decisions to enroll in the in-service offerings. Topics and content areas in the course were:

- Human relations for classroom teachers.
- Cultural and linguistic differences in children.
- Curriculum development for children with linguistic problems (focusing primarily on Mexican-American children).
- Implementing the district's new science curriculum.
- Developing objectives and materials for the high school English curriculum.
- Teacher evaluation for district administrators.
- Classroom motivation for primary teachers.

Most of the courses were 2-unit credit courses that were also valid for graduate credit. Teacher Corps also became active in offering in-service activities on the district's traditional in-service days. These short-term inputs centered around impacting school and classroom climates and developing teaching materials. In addition, Gates and Brown established the long anticipated teachers' workroom. On a drop-in basis Gates and others from the university were available to help with short-term classroom problems not appropriate for formal workshops or courses.

At GSU Brown not only generated dialogue about multicultural education but he also helped to bring the collective faculty strength on rural education into focus. In his various requests of help from selected faculty members rural education as a conceptual field was constantly discussed. By the close of Year 1979, the GSU faculty had established an Office of Rural Education which represented a consortium with several nearby universities in two other states. Faculty plans for this office included soliciting outside and internal funds to develop the office into a Center for Rural Education with research and development activities as its main foci. The small faculty group working with Brown generated enough funds to solicit articles for its first two publications. The two journals focused on rural education and teacher education for rural schools. At the close of our study the two publications were nearly ready to go to press. The journals also contained an outlet for reporting on Teacher Corps activities; two articles were written by the Superintendent of Martinsville schools and other Teacher Corps participants.

CONCLUSION

The Martinsville project is successful in several areas. The community council's long list of achievements is reflective of the intersection of a long-standing community need and an appropriate, mandated Teacher Corps activity that meets that need. Martinsville was ready for such an organized community activity. As the town struggled with growth, there was a void that addressed itself to the human factors associated with rural development. Although the council was hampered initially from a seeming disinterest on the part of other citizens, as soon as a tangible product of their planning was available, the council discovered an untapped reserve of volunteer help. The council was wise to keep close to the schools and the children because Martinsville citizens are extremely family oriented and want "a good place for raising my children."

However, even though the social conditions were right for the council's effort to pay off, one cannot discount the tremendous importance of two other factors. Joanne's dedicated leadership and commitment to developing the council members into a self-sustaining and self-generating group was an important element that got the council focused and enthused. The other factor was Teacher Corps itself. On this issue, Joanne's summary comments are illustrative; she said, "I am convinced that none of this could have happened without Teacher Corps."

Another success for Brown was somewhat more subtle. Faced with a potentially resistive group of teachers and university faculty members, he skillfully wedged Teacher Corps activities into elements that were tailored to fit the most pressing needs and desires of both groups. Although teachers did not wholeheartedly support or trust university types, he brought them together on tasks that were rewarding and responsive. Though he was often criticized on his management skills, potential conflict that could have disrupted the entire project was avoided, and reasonable representations of mandated Teacher Corps activities were implemented.

Brown's implementation tactics were fluid. He constantly reorganized his objectives, staffing patterns and activities to fit the changing conditions in Martinsville and GSU. A rigidly enforced management plan may very well have been dysfunctional for the Martinsville project.

At the conclusion of our study, it was difficult to assess the roots of another important factor associated with the Martinsville project. One can easily see the seeds of insitutitonalization. A multicultural component to the introductory education course, encouragement for professional development in Martinsville schools through payment for graduate work and the organization and publishing of scholarly journals on field-based activities are beginning steps to institutitonalizing Teacher Corps' mandates.